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ABSTRACT

This manual describes 100 ways to make a commitment to transition via Individual Transition Goals for students with disabilities. The goals cover five basic transition areas: (1) communication and problem solving; (2) daily living; (3) securing and keeping a job; (4) career awareness; and (5) self-determination. To help meet those objectives, 100 activities are described that correspond to the theme areas. Activities are designed to be completed within a class period, although many can be expanded to several class periods depending on students' needs and the community resources accessed. The manual includes a Job Shadowing Unit that provides tips on setting up a job shadow program involving parents, employers, and students and on evaluating the experience. Information is provided on the legal issues and risks of job shadowing, activities before job shadowing, activities between job shadow experiences, and the students' and employers' role. A resources section includes many samples and fill-in worksheets to illustrate and accompany the 100 transition activities. It also includes forms to complete with information from local community resources, such as contacts at local community colleges, organizations, leisure sites, and employment agencies. A list of Internet addresses for locating career and job information has also been included. (Contains 10 references.) (CR)

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100 ACTIVITIES FOR TRANSITION

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I. Introduction

What is transition? How do we make sure it happens? Transition is anything we do to help students think and do for themselves now and in their adult lives. This manual, *100 Activities for Transition*, is the culmination of four years of experimenting with how best to help high school students transition to adulthood. If you are like me, you have squeezed in transition activities where you could. You have invited the local bank representative when math class was discussing checking accounts. Or maybe you took the students to the local community college for a tour and application information.

These are great activities, but they are not enough. Valuable transition teaching takes commitment. It takes committing time and energy to purposeful transition teaching. It takes the involvement of other educators and personnel in your building. More importantly, it takes tapping your community for all the resources it can possibly offer the students. Though more and more students with disabilities are leaving and getting further training and education elsewhere, in reality, most of them remain in or near their home communities. The best "curriculum" for any transition teaching, then, is real life, and in particular, the real community as the students know it.

100 Transition Goals and Activities

In this manual are 100 ways to make a commitment to transition via Individual Transition Goals. The goals cover five basic transition areas:

- Communication and Problem-Solving,
- Daily Living,
- Securing and Keeping a Job,
- Career Awareness, and
- Self-Determination.

To help meet those objectives are 100 activities corresponding to the same areas. Activities are designed to be completed within a class period, though many can be expanded to several class periods depending on students' needs and the community resources accessed. Activities may be presented as part of a transition class, or within corresponding curricular areas in students' other classes.

Job Shadowing Unit

The best way to familiarize students with the businesses, processes, and resources within the community is to help them become involved in the community. Job shadow experiences provide students with realistic opportunities to observe what they might want to be when they exit high school. These experiences also help students acquire the communication and teamwork skills which are important to successful employment.

The Job Shadowing unit provides tips on setting up a job shadow program; involving parents, employers, and students; and evaluating the experiences. The *13 Necessary Skills for All Learners* (Iowa Association of Business and Industry, 1995) on page 5 provides a framework for suggested transition and job shadow activities.

Resources

The Resources include many samples and fill-in worksheets to illustrate and accompany the 100 Transition Activities. Use the examples and worksheets with students along with others which may be developed during the transition class.

The Resources also include forms to complete with information from local community resources (page 108), such as contacts at local community colleges, organizations, leisure sites, and employment agencies. The forms may be copied and made into a transition booklet to give students and parents at IEP conferences. A list of Internet addresses for locating career and job information has also been included (page 109).

Forms are provided to record contacts which have been made in setting up job shadow experiences for the students (page 107). This information may be retained as a list of employers interested in providing job shadow opportunities.

II. *13 Necessary Skills for All Learners*

The Iowa Association of Business and Industry Foundation (1995) suggests the following necessary skills for all learners.

1. Communicate and understand ideas and information.
   Listen to, process, interpret, and write work-related messages.

2. Collect, analyze, and organize information.
   Understand the need for information and how to obtain it.
   Analyze and summarize the accuracy and relevancy of data.

3. Identify and solve problems.
   Explain how a process works, recognize problems and pose possible solutions.

4. Understand and work with complex systems.
   Know and explain the purpose of an organization and the relationships of various groups within the organization.

5. Apply mathematical reasoning to work-related problems.
   Apply algebra, geometry, statistics, percentage and fraction concepts to estimation or comparison of data.

6. Use technology.
   Select appropriate technology for a given purpose and maintain or troubleshoot equipment.

7. Initiate and complete an entire activity.
   Demonstrate responsibility, self-management, and integrity.

8. Act professionally.
   Manage personal behavior.

9. Interact with others.
   Work with others, teach new skills, exercise leadership, and serve clients.

10. Learn and teach on an on-going basis.
    Think creatively, make decisions, solve problems, visualize, know how to learn and reason.

11. Take responsibility for career and life choices.
    Evaluate personal choices through consideration of options.

12. Read and understand work-related materials.
    Comprehend materials, like manuals, and explain written information verbally.

13. Participate in teamwork.
    Share ideas, work through a group decision-making process.

III. 100 Transition Goals and Activities

Communication and Problem-Solving

1. The student will learn and apply steps for problem-solving.

Activity: Teach the students a problem-solving technique.
Resource: Page 11

- In pairs have students apply the problem-solving technique to situations described on index cards.
- Give students the same problem and have them compare their different solutions.

2. The student will learn to actively listen and to paraphrase.

Activity: Discuss and model the art of active listening.

- Demonstrate by asking one of the students how his day has gone so far.
- When the student is finished talking, paraphrase what he said and ask more questions.
- Ask the student to elaborate on his/her thoughts or feelings.
- Pair students and have them practice the same skills.
- Teach students phrases, such as, "I can see why you would feel that way," or "What do you think about that?" to indicate they are actively listening.

3. The student will apply active listening to his/her own life.

Activity: Continue to explore active listening by discussing its importance to maintaining relationships such as friendships and family relationships, and to feeling good about ourselves.

- Short stories from current periodicals, *Reader's Digest*, *People*, and your local newspaper, as well as some literary anthologies often include human interest stories illustrating how someone listened and helped.

4. The student will use active listening in work-related situations.

Activity: Invite a local employer and one of her employees to talk to students about actively listening to co-workers and customers.
Resource: Page 12

- Prepare role play situations for the students to illustrate active listening.

5. The student will apply problem-solving strategies to real-life issues.

Activity: Build a "Current Issues Session" into the students' weekly schedules.

- Use magazine or newspaper articles to explore current topics (e.g., dating, drug use, employment, etc.) to practice problem-solving strategies.

6. The student will apply problem-solving strategies to daily situations.

Activity: Use a "Problem of the Day" approach.

- Have a student share a problem he or someone else has experienced and describe the steps taken to think through and solve the problem. A different student may share a problem each day.

7. The student will predict the possible consequences of avoiding situations.

Activity: Help students understand the consequence of postponing or avoiding the handling of problem situations.
Resource: Page 13

- Use specific real-life examples to brainstorm possible consequences of avoiding problem situations.
- Discuss how avoidance can complicate a situation.

8. The student will practice good manners.

Activity: Teach and assign practice in good manners.
Resource: Page 14

- Discuss the importance of using simple manners (e.g., please, thank you) in relationships with peers, teachers, and employers.
- Design a "homework" sheet where students describe a situation in which they used good manners and the result (e.g., How did the other person react? What benefit did the student gain from being "nice?," etc.).
- Have students share their assignments in a small group discussion.
- Have students role play the situations as a way of sharing.

9. The student will be able to respond confidently and spontaneously when asked questions.

Activity: Teach the student to "think on one's feet" in order to make a confident impression on potential employers or admissions personnel at post-secondary institutions.
Resource: Pages 15-16

- Create opinion and problem-solving questions on index cards.
- Place the cards in a "Think On Your Feet" shoe box or a paper bag.
- Have students draw cards and respond to the question or situation.
- Challenge them to quickly think through the situation and then respond.
- Be sure to discourage phrases such as, "I don't know," or looking down at one's feet when answering.

10. The student will learn techniques for stress management.

Activity: Teach the student to recognize the symptoms of stress.
Resource: Page 17

- Share an example page from a stress journal.
- Have students keep a stress journal for one week.
- Be sure students know the journal is only for their personal use.
- Each day the student should record any events that caused worry, anger, frustration, or depression.
- Have students analyze any patterns that exist in what stresses them and how they handle it.
- Invite the school psychologist, social worker, or an outside speaker to teach students some stress management techniques.

11. The student will learn to have a positive attitude.

Activity: Help the student understand how his/her attitude affects what can be accomplished.

- In individual sessions, discuss how attitude is perceived (e.g., through body posture, tone of voice, and willingness to try new things).
- Have students identify a time their attitude was a problem.
- Discuss a time when they had a positive attitude that helped tremendously.
- Be honest with students about what you perceive their attitudes to be.
- Provide techniques for improving attitude (e.g., reading daily positive affirmations or self-help books, stress-management techniques, having a mentor for support, etc.).

12. The student will be more open to others' ideas.

Activity: Challenge the student's ideas to encourage the development of ideas and listening techniques.
Resource: Page 18

- Frequently bring current issues to students' attention either through news or magazine articles or examples from school or work.
- Ask students their opinion.
- Ask them what someone else might think and why.
- Discuss how compromises can be reached over issues by listening to different viewpoints.

13. The student will be sensitive to people of diverse backgrounds.

Activity: Encourage students to be tolerant of others.
Resource: Page 19

- On the chalkboard, list students' ideas of traits that make someone who he is (e.g., people are defined by their age, gender, race, cultural background, religion, political affiliation, peer group associated with, sexual preference, family reputation, etc.).
- Discuss what happens when someone is judged by one of these traits. Ask students to react to sample situations.
- How would students like to be judged without someone attempting to know them?
- Discuss both the dangers of stereotyping as well as the need for group identity.
- Follow up by showing the students either informative or dramatic films illustrating the risks of stereotyping and individuals who have overcome stereotypes.

14. The student will be able to adjust her behavior to a variety of situations.

Activity: Explain that adjusting behavior to suit the situation is a crucial adult skill.
Resource: Page 20

- Discuss behavior, manner, and dress for a variety of situations (e.g., interviewing for a job, being with friends on a Friday night, attending a graduation ceremony with your parents, etc.).
- Have students develop a list of tips for various situations.
- Have students create a presentation for teaching other students the same skills (e.g., students could role play the appropriate and inappropriate behavior for each situation).
- Videotape the presentation for feedback and discussion.

15. The student will learn to interact appropriately with his peers.

Activity: Teach students to interact appropriately with their peers and others.
Resource: Page 21

- Enlist the help of the school social worker, psychologist, speech pathologist, or guidance counselor in developing a social skills group.
- Teach students to enter conversations, disagree appropriately, and understand others' feelings.
- Meet regularly and give students "assignments" requiring them to apply the skills to daily situations.

16. The student will be able to ask questions to clarify understanding.

Activity: Help students recognize when they lack the information to understand or accomplish a task. Teach students when to ask questions and what to ask.
Resource: Page 22

- Set a goal of asking at least two questions per week in classes and reporting the results at the end of the week.
- Verify the information periodically with other teachers.
- Practice question-asking frequently as a class activity.
- Create short school, job, and real-life scenarios or tasks that lack information.
- Have students create questions in order to obtain needed information.

17. The student will be able to use tact and good judgment in situations.

Activity: Discourage students from blurting out information at inappropriate times or sharing too much information with the wrong people.
Resource: Page 23

- Gather a baseline of the student's behavior over a one or two week period by tallying the number of times the student inappropriately blurts out or when too much information is shared. Be sure to focus on just one behavior at a time.
- Keep an anecdotal log of the inappropriate information shared for later discussion.
- Ask a regular education teacher to collect the same data.
- Share the information with the student and provide him with strategies for controlling such behavior.
- The student can be taught to self-monitor by a stop-look-think approach (e.g., He stops himself from responding, looks around to assess the situation, then thinks about what he is going to say.).

18. The student will keep informed on important social issues.

Activity: Make students aware of their fellow citizens' needs.

- Read the local newspaper in class and/or videotape the local news to view in class.
- Share the news and discuss local issues of particular concern (e.g., you might discuss the impact of a new business coming to town, the establishment of curfew laws in your community, etc.).

19. The student will have effective phone skills.

Activity: Practice communicating by telephone (e.g., turning down a telemarketer, ordering a pizza, taking a message, etc.).
Resource: Page 24

- Bring in telephones and props (e.g., pizza boxes, catalogs, etc.) to make the situations seem real.
- Have students write scripts and then role play making and answering phone calls.
- Videotape or tape record the role plays for feedback if students are comfortable.

20. The student will be able to react positively to criticism.

Activity: Teach the students to hear and act upon criticism from a boss, a roommate, or a customer.
Resource: Page 25

- Provide situations to role play criticism from a boss, roommate, or customer.
- Have students practice a three-step process.
  1. Listen to what the person has to say without talking.
  2. Paraphrase back to the person what you think they were saying.
  3. Decide to act on or not act on the criticism.

Problem-Solving Situation

Your boss has asked you and a co-worker to organize a shared work area. How will you accomplish this task?

Problem-Solving Situation

A friend borrows ten dollars from you and promises to repay it in a week. You asked for your money when the week was over, but didn't get it. It is now two weeks since the loan. What will you do?

Problem-Solving Situation

Your car's muffler and tail pipe are rusted out and about to fall off. Your car is also so noisy that you run the risk of getting a ticket from the police. You do not have enough money for repairs, but you need transportation to get to work. What should you do?

Active Listening

You are a food server at a local restaurant. A customer complains to you about both the service and the food.

Active Listening

A co-worker is working on a project that is due at the end of the day. At lunchtime, she expresses her frustration to you about being able to get the project done on time.

Active Listening

You are the boss at a local factory. One of your employees seems to be working too slowly. He tells you he is working as fast as he can.

Avoiding a Situation

You have a book report due in American Government class. Though the teacher has given you time in class, you have put off actually reading the book. You now discover the book is too hard for you to read and understand.

Avoiding a Situation

You have purchased tickets for a concert two weeks in advance. You are currently scheduled to work the day of the concert. Your boss has a two-week notice rule for requesting days off.

Avoiding a Situation

You have an agreement with your stepfather to mow the lawn each weekend before you go out. It is Saturday night and your friends have just asked you to go to the movies.

Good Manners Practice Sheet: Activity 8, Page 7

Name _____ Date _____

Good Manners Rule to Practice _____

_____

Steps to Follow When Using this Rule:

1. _____

2. _____

3. _____

4. _____

Practice the manner at least once this week. Describe what happens below.

Where and when did you use good manners? _____

_____

_____

How did you use good manners? _____

_____

_____

What were the results of your use of good manners? _____

_____

_____

Problem-Solving Index Card Examples: Activity 9, Page 7

Think on Your Feet Situation

Post-Secondary Institution:
What do you think is the most important benefit of education? Why?

Think on Your Feet Situation

Post-Secondary Institution:
What will be your major? Why?

Think on Your Feet Situation

Post-Secondary Institution:
What kinds of accommodations do you think you will need to do well here? How will you get them?

Think on Your Feet Situation

Potential Employer:
A customer is extremely rude to you while you are waiting on her. What will you do?

Think on Your Feet Situation

Potential Employer:
You borrowed a co-worker's tool while working on a car. Now you can't find it and he needs it to complete his work. What will you do?

Think on Your Feet Situation

Potential Employer:
You work at a restaurant. The owner has a rule that you may not take things home, like soft drinks, food, napkins, or plastic utensils. You see a co-worker do this all the time. What will you do?

Stress Journal

September 7

Amber was not in school today, or at least I never saw her. I was afraid that might happen after I told her what to do about the fighting she is doing with her mom. She really needs to work things out with her mom instead of taking off with friends like she usually does. I cannot wait for school to be over so I can go call her.

Stress Journal

September 8

I blew my history test today! I thought it was going to be all multiple choice questions, but Mr. Howell threw a couple of essays at us. Then, he assigned a chapter to read and questions all for tomorrow. I have to work tonight, so I have no idea how I will get it all done.

Stress Journal

September 9

Well, my day started out pretty good. Kirby met me at my locker and then walked me to Geometry class. Jamie and Renata gave me a hard time saying, "Oh, what is Tony going to think?" I told them I did not care since Tony has not called me all week. I really do, but I am not going to tell them. I wanted Tony to take me to the movies this weekend. I do not know what I am going to do if Kirby wants to do something.

Development of Ideas

A woman was recently named chief executive officer of a major computer company. Very few women currently hold such positions, but she believes there is no longer a glass ceiling for women.

What do you think?
What might someone else think?
What might we do about this issue?

Development of Ideas

Many people on welfare do hold jobs. Even so, they do not make enough money to support their families above the poverty level.

What do you think?
What might someone else think?
What might we do about this issue?

Development of Ideas

A local man has been part of a massive clean up of the Mississippi River. People throw all sorts of junk in the river, such as old tires, kitchen sinks and lumber. The federal government has financed this operation, but this financing will only continue for one year.

What do you think?
What might someone else think?
What might we do about this issue?

Diverse Background

As you enter the check out line at the grocery store, you are behind a man in a wheelchair pushing a grocery cart. It takes extra time for him to lift items out of the cart.

How would you react?
How might others judge him?

Diverse Background

A friend of yours participates in only church-oriented activities on Sunday. A concert you know she will love is scheduled for this Sunday and you don't want to go without her.

What will you do?
How might others judge her?

Diverse Background

Your friend is going to visit his grandfather in the nursing home. His grandfather has Alzheimer's disease. He has asked you to go with him on the way to an activity you plan to attend together.

What will you do?
How might others judge your friend's grandfather?

Behavior Adjustment

You are looking for an apartment to share with a friend. The apartment owner just called and has a place she can show you this afternoon. How will you dress and act in this situation?

Behavior Adjustment

Your father is retiring from work. Some co-workers and family friends are having a party for him. The party will be at a very nice restaurant. How will you dress and act in this situation?

Behavior Adjustment

You are interested in a position at a child care center. You have a job interview this afternoon with the director. How will you dress and act in this situation?

Appropriate Interaction

Assignment: In a class where you will do partner or group work, invite someone you do not know to join you.

Appropriate Interaction

Assignment: Ask a parent how his or her day went. Practice active listening to see how your parent is feeling.

Appropriate Interaction

Assignment: Think of a student you dislike, but have to deal with on a daily basis. Create ways to make this interaction more pleasant.

Clarify Understanding

Your mom asks you to cook some lasagna that she has already prepared so it is ready when she returns from work. What information do you need to complete this task? What questions do you need to ask?

Clarify Understanding

A customer calls the repair shop to have a tape recorder fixed. He needs the tape recorder the next day. What information do you need to complete this task? What questions do you need to ask?

Clarify Understanding

You need to take the ACT as part of college admissions requirements. Your school's guidance office has sign up materials. You are going to need an accommodation for reading. What information do you need to complete this task? What questions do you need to ask?

Tact and Good Judgment

Behavior: Makes negative comments to other students who contribute during class discussions.
Strategy: Imagine yourself making the comments to a friend. What will your friend think?

Tact and Good Judgment

Behavior: Blurts out an answer before the teacher has completed explaining the question.
Strategy: Listen to everything the teacher says. Write down the question being asked before attempting to answer it. Let the teacher know you are trying this strategy.

Tact and Good Judgment

Behavior: Talks too much during discussion either by giving too much information or making irrelevant comments.
Strategy: Ask the teacher to give you a signal when you have "crossed the line" into giving too much information or irrelevant information. The teacher can use a subtle gesture like raising her index finger.

Phone Skills

Role Play Introduction

Caller: Hello, may I speak to Mr. Randall please?
Mr. Randall: May I ask who is calling?
Caller: Yes, I am a representative from Money Card Corporation.
Mr. Randall: (Continue role playing from here.)

Phone Skills

Role Play Introduction

Pizza Place: Mantovani's Pizza. How may I help you?
Caller: I would like to order a pizza for delivery.
Pizza Place: What kind would you like?
Caller: (Continue role playing from here.)

Phone Skills

Role Play Introduction

Caller: Hello, may I speak with your mom?
Todd: May I ask who is calling?
Caller: Sure, this is Tom from Total Maintenance Repair. I am returning her call about an oven that needs to be fixed.
Todd: (Continue role playing from here.)

Criticism

Your boss calls you into her office to talk to you about being late to work. You have been late to work twice that week, but have always been on time before. You have also been staying beyond your scheduled hours to help during busy times. What will you say in response to her criticism?

Criticism

Your roommate complains to you about dirty dishes piling up in the sink and clutter in the kitchen. You have an agreement to alternate days for clean up. You have been busy at work and have not kept up your end of the agreement. How will you respond to this criticism?

Criticism

A customer who has just had a television repaired returns to the shop. He complains that he tried watching the television at home, but it is having the same problems. How will you respond to this unhappy customer?

Daily Living

1. The student will learn to care for his own clothes.

Activity: Survey how many students care for their own clothes.
Resource: Page 31

- Discuss what clothing care requires (e.g., laundering, ironing, dry cleaning, clothing repair, etc.).
- Borrow books from home economics, family living or independent living instructors.
- Have the students make a list of the steps involved in washing clothes and the steps involved in drying them.
- Type and make copies of the steps.
- Ask students to do their own laundry at home.
- Have parents sign off on the Laundry Instructions sheet.
- Students who use laundromats should go there or arrangements may be made to use school facilities.

2. The student will predict family needs and plan a budget.

Activity: Have students estimate a family clothing budget.
Resource: Page 32

- Have students project what their family situation will be when they reach age 25 (e.g., a student may see himself married with two small children).
- Have students list clothing items, including accessories, for each family member for one year.
- Students need to estimate the quantity of each item and if they will be purchasing name brand or department store items.
- Use catalogs and newspaper advertisements to price items and estimate a budget.

3. The student will estimate costs for owning a car.

Activity: Have students research the cost of owning a car.
Resource: Page 33

- Bring in local newspaper ads for used and new cars.
- Have students choose cars and estimate costs associated with the car (e.g., payments, insurance, gas, maintenance, etc.).
- Have a car salesperson visit the classroom and explain the actual costs.

4. The student will understand the consequences of borrowing money.

Activity: Teach students about the costs of borrowing money.
Resource: Page 34

- Review math skills for calculating interest over a given period of time and then total payment.
- Provide buying scenarios and have the students compare buying on time to paying cash for a purchase.

5. The student will solve situations requiring transportation.

Activity: Obtain schedule or timetable copies for the local bus or subway.

- Provide practice situations (e.g., transportation to a job interview at a business, going to the movies or grocery store, etc.).
- Have the students plan which routes and schedules to follow.
- Take a bus trip with the class to a favorite spot, if possible.

6. The student will use appropriate etiquette when requesting and taking a ride.

Activity: Survey the students to see how many of them rely on others for transportation to work, school, or social activities.

- Ask a student who provides rides to others to discuss how he feels when a friend rides frequently or when he has to provide a ride without prior notice or compensation for gas or time.
- Make a chart on the chalkboard of advantages and disadvantages in relying on others for transportation.
- Encourage students to consider costs, time, inconvenience, and effects on relationships.
- Develop some etiquette rules to follow (e.g., giving advanced warning, offering to pay, etc.) when students need to ask for rides.

7. The student will obtain a state identification card.

Activity: Explain to the students the importance of having a state identification card for future banking and driving purposes, as well as for personal safety.

- Have the students secure the necessary papers (social security cards and birth certificates).
- Have students go with their parents or guardians to get their identification card.
- Encourage them to carry their identification card at all times.

8. The student will understand the rules for getting and keeping a driver's license.

Activity: Invite your drivers' education teacher to speak to the class.

- Have the instructor explain the requirements for taking the class and what skills the students will learn during instruction.
- Discuss the privileges and responsibilities that come with being able to drive.

9. The student will be able to read bills and understand payment schedules.

Activity: Photocopy bills (e.g., gas, electric, telephone, credit card, etc.) without the personal information included, or request sample bills from local companies.

- Make an overhead transparency of each bill. Number or highlight each part and explain what it means (e.g., due date means when the payment should be received by the company to avoid a penalty).
- Have students ask to look at a parent's bill.
- Have the student discuss with the parent how to interpret each piece of information, as well as how the parent plans to pay the particular bill.

10. The student will understand the purposes and responsibilities of having a credit card.

Activity: Have a local bank representative talk to the students about the purposes, responsibilities, and costs associated with having a credit card.

- Encourage the speaker to illustrate several scenarios for one purchase. For example, describe the difference between paying cash for a purchase versus paying the minimum balance and accruing interest payments over a one year period.

11. The student will be aware of social and leisure activities in his community.

Activity: Develop a list of free, low cost social and leisure time activities in your area.

- Show students where such opportunities are listed in local publications.
- Have students use the telephone book and newspaper to locate addresses, phone numbers, and costs.
- Type the information and laminate copies so students have an easy-to-use reference.

12. The student will research local housing costs.

Activity: Encourage students to research housing expenses. Parents may provide information about housing costs for those students who will continue to live at home.
Resource: Page 35

- Ask parents to set a fee for rent and food.
- Have the student list his/her household responsibilities.
- List student and/or parent employment expectations.
- Invite a local realtor to discuss apartment costs in your area.
- Discuss the costs in addition to rent (e.g., heat, gas, electric, phone, etc.) should they choose to live independently.
- Plan a student discussion of information gathered.

13. The student will be able to prepare simple meals and maintain a sanitary kitchen.

Activity: Teach students to independently prepare simple meals, as well as practice healthy conditions in the kitchen.

- Prepare a list of students' favorite, easy meals (e.g., macaroni and cheese, burgers, spaghetti, etc.).
- With the help of the home economics instructor, spend a week in the high school food lab learning to prepare these meals.
- Have groups of students choose different dishes to prepare and serve their peers, other students, or faculty members.
- Ask the home economics instructor to discuss health hygiene (e.g., washing hands before preparing or serving food, proper storage of foods, thorough cooking to prevent illness caused by E Coli, etc.).

14. The student will develop good grooming habits.

Activity: Teach students the importance of good grooming.

- Invite a panel of experts to speak to the class. Include a cosmetologist or hair stylist, a dentist, and a human resource director.
- Have the panel discuss how grooming affects someone's health, relationships with others, and ability to get hired. Follow with a question and answer session for students.
- Have the students apply the skills they learned.
- Have the students come to class well-groomed.
- Invite panel members to return or elicit the help of fellow teachers to give the students feedback on their efforts.
- Photograph your well-groomed students so you can make a bulletin board with their pictures and a list of good grooming tips.

15. The student will be able to handle medical needs and emergencies.

Activity: With the help of your school nurse or a local hospital contact, have students develop a tip sheet for handling routine emergencies.

Resource: Page 36

- Provide students with a list of first-aid items to have on hand.
- The nurse can discuss how to handle emergencies (e.g., a burn, a fall, a cut, etc.).
- The tip sheet can include the steps for each emergency.
- Include phone numbers for the family doctor and the local hospital emergency room on the tip sheet.
- Laminate each tip sheet so it can be posted near the phone for quick reference.

16. The student will be able to use a planner to maintain a daily schedule.

Activity: Use an assignment notebook or a planner to teach the importance of good time management and meeting one's commitments.

- Discuss with students how they remember what they need to do at school, as well as in their personal lives. Do they ever forget things? How do they feel about missing commitments they have made? What happens when their schedules indicate conflicting commitments?
- Have each student purchase a planner that will best fit her needs.
- At the beginning of each week, meet individually with students to see what they need to accomplish during the week.
- Together, strategize how to best meet school, personal, and work obligations.
- Discuss the need to prioritize on a daily basis and remain flexible as needs arise.
- For students needing more structure, meet on a daily basis for planning purposes.

17. The student will handle dating relationships responsibly.

Activity: Provide students with information to assist them in handling relationships responsibly.

- Invite a speaker from a local health agency to speak openly with the students about such issues as dating, sex and contraceptives, AIDS, and abusive relationships.
- The speaker may need to meet with students several times to address all their needs.
- Have students write questions for the speaker in advance.
- Encourage students to be open and honest when the speaker is present. If necessary, leave the room so the students will be more comfortable talking with the speaker.

18. The student will be able to compute wages and read a paycheck.

Activity: Teach money management by explaining a paycheck.
Resource: Page 37

- Using copies of real paychecks or samples from commercially-prepared materials, discuss such terms as gross and net pay, federal and state withholding taxes, and social security.
- Discuss weekly amounts for budgeting purposes versus monthly amounts.

19. The student will be aware of resources for environmental problem situations.

Activity: Prepare students to react properly to emergency or problem situations that accompany independent living (e.g., a refrigerator that breaks down or a tornado warning that forces them to seek shelter).
Resource: Page 38

- As a class, develop an emergency booklet with tips on how to handle problem situations. Include business, community, and emergency phone numbers.
- Organize the brochure with sections (e.g., household emergencies, weather emergencies, etc.).

20. The student will know how to protect his rights and needs in a given living situation.

Activity: Encourage students to protect their property and speak up for their rights.
Resource: Page 39

- Have students brainstorm a list of rules they could suggest to their roommates (e.g., wash your own dishes, pick up after yourself, no loud music after 11:00 p.m., lock the door at night and when you leave, etc.).
- Discuss the importance of working with the roommate to develop a mutually acceptable list of rules.
- Follow-up by role-playing situations in which the roommate fails to respect an agreed-upon rule.

Laundry Instructions: Activity 1, Page 26

How to Wash Clothes

1. Sort the clothes based on color. Wash only clothes of similar color together.
   - White – like underwear, towels, and bedding
   - Colorfast– colored clothes whose colors will not mix or bleed
   - Non-Colorfast–clothes with colors that mix or bleed with others, like red.
2. Empty all pockets.
3. Close zippers and fasten any hooks.
4. Treat any stains with a stain removal product for clothes. (Read the labels first.)
5. Put the clothes in the washer, being careful not to load it too full.
6. Measure and add detergent and softener, depending on the size of your load.
7. Choose the wash and rinse temperatures for your clothes. (Read your clothing labels.) Avoid using very hot water since it usually causes clothes to shrink.

How to Dry Clothes

1. Put clothes in the dryer. Do not overload the dryer. You may need to dry half of the load of laundry at a time so that the clothes dry more quickly and do not wrinkle.
2. Choose a temperature setting to fit the kind clothing you are drying. Most things dry well on a permanent press setting.
3. Set the timer. Check after ten minutes to see how the clothes are drying.
4. Remove the clothes from the dryer as soon as they are dry. Hang up shirts and pants immediately so they do not wrinkle.
5. Fold and put away the remaining clothes.

I _____ did laundry on _____.

Parent/Guardian Signature: _____

One Year Clothing Budget Worksheet: Activity 2, Page 26

Clothing Item	Item Expense Father	Item Expense Mother	Item Expense Child
Total Yearly Cost	$.	$.	$.

Estimate Worksheet: Activity 3, Page 26

AUTOMOBILE COSTS

ITEM	COST	TOTAL
Purchase of Automobile		
Taxes on Purchase Price		
License Plates		
Automobile Insurance		
Gasoline		
Maintenance		
Oil Change		
Tune Up		
Replace worn tires		
Repairs		

Borrowing Money: Activity 4, Page 26

Principal: 1500.00
Interest: 8.25%
Term/Months: 24

Payment	Amount	Principal	Interest	Outstanding Balance
1.	68.01	$57.70	$10.31	$1,442.30
2.	68.01	$58.09	$9.92	$1,384.21
3.	68.01	$58.49	$9.52	$1,325.72
4.	68.01	$58.90	$9.11	$1,266.82
5.	68.01	$59.30	$8.71	$1,207.52
6.	68.01	$59.71	$8.30	$1,147.81
7.	68.01	$60.12	$7.89	$1,087.69
8.	68.01	$60.53	$7.48	$1,027.16
9.	68.01	$60.95	$7.06	$966.21
10.	68.01	$61.37	$6.64	$904.84
11.	68.01	$61.79	$6.22	$843.05
12.	68.01	$62.21	$5.80	$780.84
13.	68.01	$62.64	$5.37	$718.20
14.	68.01	$63.07	$4.94	$655.13
15.	68.01	$63.51	$4.50	$591.62
16.	68.01	$63.94	$4.07	$527.68
17.	68.01	$64.38	$3.63	$463.30
18.	68.01	$64.82	$3.19	$398.48
19.	68.01	$65.27	$2.74	$333.21
20.	68.01	$65.72	$2.29	$267.49
21.	68.01	$66.17	$1.84	$201.32
22.	68.01	$66.63	$1.38	$134.69
23.	68.01	$67.08	$0.93	$67.61
24.	67.61	$67.61	$0.46	0.00
Total	$1,632.30	$1,500.00	$132.30	

Principal:
Interest:
Term/Months:

Payment Amount	Principal	Interest	Outstanding Balance

Housing Costs Budget Worksheet: Activity 12, Page 28

I.

A. Cost if I continue to live at home (monthly estimates):

Rent _____

Food _____

Other _____

Total _____

B. Responsibilities my parents will expect me to fulfill (chores, employment, etc.):

_____

_____

_____

_____

II.

A. Cost if I live on my own (monthly estimates):

Rent _____

Gas & Electric _____

Water _____

Phone _____

Cable TV _____

Other _____

Total _____

B. Responsibilities I will have:

_____

_____

_____

_____

Emergency Tip Sheet: Activity 15, Page 29

Mom: _____ Dad: _____
work number work number

_____ _____
home number home number

Neighbor: _____
home number

Family doctor: _____
name and number

Nearest hospital: _____
name and number

Use these steps to handle emergencies.

Cuts and Bleeding	Falls
1. 2. 3. 4.	1. 2. 3. 4.
Burns	**Unconsciousness**
1. 2. 3. 4.	1. 2. 3. 4.

List any allergies you have: _____

Always have these first-aid items available:
- cotton balls,
- band-aids,
- burn ointment,
- gauze,
- antiseptic, and
- first-aid cream.

Sample Paycheck: Activity 18, Page 30

4323

Date: January 30, 2000
To: Martin G. Platt
For:

Gross Wages:	$880.00
Social Security Tax:	54.56
Medicare Tax:	12.76
Federal Withholding Tax:	100.00
State Withholding Tax:	25.00
Net Wages:	$687.68

SPUR CAFÉ
1120 Broadway
Columbia, NM 80003

4323

DATE: *January 30, 2000*

Pay
To The
Order of *Martin G. Platt* $ *687.68*

Six Hundred Eighty-Seven and 68/100 ---------- DOLLARS

FIRST NATIONAL BANK
Columbia

FOR *Payroll*

Frances E. Smith

38 Hawthorne

Household Repair Emergency Phone Numbers

Gas _____

Electric _____

Refrigerator _____

Stove _____

Plumbing _____

Air Conditioning _____

Water _____

Furnace _____

Washer _____

Dryer _____

Lighting Fixtures _____

Locks/Security _____

Weather Emergencies

Situation	What to do
Tornado Watch	
Tornado Warning	
Hurricane Warning	
Power Outages	
Flooding	
Severe Thunderstorms	
Extremely High Temperatures	

Insurance company to call for weather-related damages to home or car _____

Protecting Rights Index Card Examples: Activity 20, Page 30

Role Playing Situation

Your roommate asked to borrow some CDs. You gave her permission as long as she put them in their cases and returned them to your shelf. You find your CDs scattered all over the floor of the living room. What will you do?

Role Playing Situation

You and your roommate have agreed to tidy the bathroom after each time you shower. Two mornings in a row, your roommate has left wet towels on the floor and toothpaste in the sink. What will you do?

Role Playing Situation

Each day the last person out of the apartment is to check that all the doors are locked. Your roommate was the last person to leave this morning. You come home and discover the front door unlocked. What will you do?

Securing and Keeping a Job

1. The student will understand the importance of good attendance.

Activity: Have your attendance secretary print individual records of the students' attendance.

- Examine the record with each student noting excused absences and reasons given.
- Discuss unexcused absences and tardies, and reasons for them.
- Get current grades in each student's classes.
- Compare absences and tardies in the students' classes with the grades. Are grades lower in a class with poor attendance?
- Problem-solve with each student how to improve attendance, if that is a problem.

2. The student will learn the traits of a good employee.

Activity: Invite a local employer to speak to students about traits of a good employee.

- Have the employer focus on the importance of attendance.
- Ask the employer to bring factual information (e.g., hours lost, cost to the company of employees with poor attendance, etc.).
- Have the employer share profit information and salary wage increases that result from good attendance.

3. The student will understand the services provided by a local employment agency.

Activity: Take the students on a tour of a local employment agency.

- Ask what jobs are available in the community, experience and education required, and the application process.
- Some employment agencies will help students looking for part-time or summer work.
- Many employment agencies provide access to computers to generate resumes to use when looking for jobs on the Internet and to research future national trends in employment.

4. The student will be able to prepare an acceptable resume.

Activity: Teach students how to prepare a resume.
Resource: Page 45

- Research local employers to ascertain the current format and information which should be included on a resume.
- Have students prepare their own professional-looking resumes.
- Make "billfold size" resumes that students can tuck into a wallet or purse to use when they have to fill in a job application on site.

5. The student will be able to complete a job application.

Activity: Practice filling out job applications.

- Get sample applications from local businesses.
- Encourage students to get applications from places of interest.
- Most businesses prefer typed applications.
- Some area businesses may have applications that can be completed on the Internet. Allow students to find and complete such applications.

6. The student will know the tips for interviewing well.

Activity: Have students research and read articles on interviewing successfully.
Resource: Page 46

- Generate a tip sheet for interviews (e.g., make eye contact, use a firm handshake, ask questions about the job and company, sell your skills, etc.).

7. The student will apply interviewing tips to mock situations.

Activity: Routinely practice mock interviews.

- Once a week "interview" students for a job.
- Have students complete applications and prepare for the interview.
- Videotape practice interviews, then follow up with a discussion of the quality of the interview.
- As the students gain experience, involve other adults in the school and local employers as interviewers.

8. The student will understand his rights as an employee and how to protect them.

Activity: Have a human resource director talk to students about their rights as they apply for jobs and while employed.
Resource: Page 47

- Discuss harassment and discrimination issues, as well as how to report and handle them.

9. The student will practice job skills within the school setting.

Activity: Allow students to practice job keeping skills within the school setting.

- Arrange with office staff for students to perform tasks (e.g., gather attendance slips, deliver messages, answer phones, use the copy machine, etc.).
- Have students help in the cafeteria prior to lunch time.
- Students can handle such jobs during their study hall times or other free times (e.g., before school, after school, etc.).

10. The student will learn about job opportunities in her community.

Activity: Take the students to a job fair in your community. Local employers often meet to attract potential employees, as well as provide practice for new applicants, such as young college students.

- Have the students prepare resumes and business cards ahead of time to hand out at the fair.
- You may be able to find a job fair in your community with an emphasis on persons with disabilities.

11. The student will be able to locate job advertisements from a variety of sources.

Activity: Students will become aware of a variety of sources for locating jobs.
Resource: Page 48

- Spend time looking at newspaper, magazine, newsletter, and help wanted advertisements.
- Discuss how to determine what skills are necessary for the job based on the advertisement information.
- Provide practice for the students in searching the Internet for job site information.

12. The student will meet with the local vocational rehabilitation counselor.

Activity: Invite the vocational rehabilitation counselor to speak with the students about services provided through his office.

- Ask students to evaluate their vocational needs, job training needed, and the process of applying for college financial aid.
- Make sure that upper classmen are well aware of deadlines and waiting lists for certain services.

13. The student will know how to act professionally on the job.

Activity: Emphasize that keeping a job involves knowing how to act, as well as using the right skills for a job.
Resource: Page 49

- Brainstorm with the students a list of behaviors that employers and coworkers expect from them while on the job (e.g., politeness to customers, no gossiping among coworkers, keeping company information confidential, etc.).
- Record their ideas on large poster boards.
- Arrange with local human resource directors for students to conduct phone interviews with them to verify and add to their ideas.
- After the interviews, have students add what they have learned to their poster board lists.

14. The student will know how to take messages on the job.

Activity: Review phone etiquette with the students.
Resource: Page 50

- Have students role play making and receiving phone calls using old phones.
- Discuss how many times a message will need to be taken since people have many commitments.
- Make a tape of messages being left. Be sure to include a variety of speaking voices on the tape.
- Provide message pads for students to use.
- Have students take messages as they listen to the phone calls.
- Have students compare messages for accurate recording of information.

15. The student will develop independent work habits.

Activity: Teach students to work independently in a variety of situations.

- Coordinate with a general education teacher for students to work on long and short-term projects frequently rather than daily assignments.
- Have individual meetings at the start of projects where students tell you how they plan to divide the work up over the given period of time.
- Discuss conditions under which they can work (e.g., with a partner, in the library, etc.).
- Allow students as much choice as possible in planning and completing the work.
- Build in a grade for wise use of work time and meeting deadlines.

16. The student will be able to follow verbal directions.

Activity: Practice following verbal instructions.

- Create an audiotape of instructions with the help of your colleagues.
- Teach the students a few tips for quick note taking.
- As students listen, they need to take written notes.
- Following each direction, students need to list any questions they might ask to clarify directions.
- Have students compare their notes and questions.

17. The student will be able to teach someone to perform a task.

Activity: Allow students to teach a skill they have mastered.
Resource: Page 51

- Provide teaching experiences within the classroom.
- Encourage the students' regular education teachers to provide teaching opportunities.
- Provide written instructions for a task or an assignment.
- Encourage students to read and try to understand the task independently. When one or two students understand, have them "teach" the other students.
- Let students evaluate their accomplishments before turning them in for a grade.

18. The student will be aware of opportunities for self-improvement.

Activity: Encourage students to constantly seek self-improvement.

- Teach students a variety of ways to improve their skills.
- Take them to the library to explore a variety of self-help type books and skill-building books.
- Make them aware of the community's adult education program and courses related to their fields of interest (e.g., a welding course may help a student acquire skills needed for an apprenticeship).
- Bring in adult education catalogs and discuss opportunities.

19. The student will understand the difference between hourly and salaried positions.

Activity: Compare hourly versus salaried positions.
Resource: Page 52

- Invite representative hourly and salaried workers to speak with the students or allow students to conduct phone or personal interviews. Have workers discuss the advantages and disadvantages of compensation (e.g., overtime pay for hourly workers, extra benefits for salaried workers, etc.).
- Using current wage figures, compare wages for different careers. Remember to place a monetary value on health and dental insurance, paid vacation, paid personal leave time, retirement benefits, and uniforms.

20. The student will apply employability skills to a class project.

Activity: Incorporate employability-skills training into your classroom curriculum.
Resource: Page 53

- Require students to work independently on a project during class time, seek feedback midway through the project from a "co-worker," be present in class every day, meet a deadline to receive a passing grade, etc. See the **Employability Skills Evaluation Form** for a model.
- Play the role of "boss" often and give students feedback regarding their work.

Sample Resumes: Activity 4, Page 40

Kathryn S. Webber

862 S. Glenn Street
West Bend, IA 51864
(XXX) 387-2428

Job Goal:
I would like a position relating to child care or early childhood education in a preschool or public school setting.

Education:
West Bend Community College - West Bend, IA - Associate's Degree, 1999.
West Bend High School - West Bend, IA - Graduated 1997.

Work Experience:

1997-1999 Day Care Aid
Creative Play School, West Bend, IA

1995-1997 Food Server
Pizza Pub, West Bend, IA

Personal Attributes and Skills:

- Highly organized
- Relate well to children and parents
- Very skilled in crafts and other hands-on activities
- Play the piano

References: Available upon request.

Billfold-size Resume

Kathryn Webber
862 S. Glenn St.
West Bend, IA 51864
(XXX) 387-2428
Social Security Number: 472-34-0921

Education: West Bend Community College - West Bend, IA - Associates Degree, 1999.

West Bend High School - West Bend, IA- Graduated 1997.

Work Experience: 1997-1999 - Day Care Aid, Creative Play School, West Bend, IA

1995-1997 - Food Server, Pizza Pub, West Bend, IA

References: Wallace Dude, Manager, Pizza Pub, 324 Oak Street, West Bend, IA 51864

Cathie Abrams, Dir., Creative Play School, 218 Main Ave., West Bend, IA 51864

Michael Garcia, Teacher, West Bend H.S., 624 Main Ave., West Bend, IA 51864

Interviewing Tip Sheet: Activity 6, Page 41

In a competitive job market, you need every advantage when you interview. These tips will help you have the "winning edge."

Be Prepared:

- Research the company ahead of time. Get information by reading brochures about the company, talking to employees, etc.
- Prepare a resume emphasizing skills and information most relevant to this particular company. Make sure the information is current and accurate.
- Practice interviewing with someone else. Videotape or audiotape the interview. Have the person give you feedback to help you improve.

Make a Good Impression:

- Dress in appropriate, business-like clothing.
- Be punctual.
- Use a firm handshake when greeting the employer.
- Make eye contact and maintain interested posture.
- Speak in a firm, clear voice.
- Be honest. Think through the answers to questions.

Act Like You Want the Job:

- Ask questions about the job and company. Employers want you to be enthusiastic about working for the company.
- Sell yourself. Tell the employer your strong points, especially any past experience or education that will help you on this job.
- At the end of the interview, thank the employer. Later, send a written thank you note.

Employee Rights: Activity 8, Page 41

Your Rights During an Employment Interview

When you are applying for a job, you cannot be discriminated against because of race, color, religion, gender, age, or physical or mental disabilities.

You can protect your rights by knowing what a potential employer may and may not ask you.

Name	May ask: name or nickname used at past place of employment May NOT ask: maiden name or original name
Age	May ask: if you can furnish proof of age if you are hired May NOT ask: date of birth or your age
Address	May ask: your address, phone number or where you can be reached, how long you have lived in the city and state where employer is located May NOT ask: if you rent or own your home, your birthplace; your parents', spouse's, or relatives' birthplace
Religion	May ask: nothing May NOT ask: your religion, the church you attend, the religious holidays you observe
Citizenship	May ask: if you are a U.S. citizen and if you have the legal right to work in the U.S. May NOT ask: if you are a naturalized or native born citizen, if you intend to become a citizen, what country you are a citizen of
National Origin	May ask: nothing May NOT ask: your ancestry, the nationality of your parents or spouse
Language	May ask: what languages you speak fluently May NOT ask: your native tongue, the language spoken in your home
Marital Status	May ask: nothing May NOT ask: if you are married, divorced, widowed, or single; if you want to be addressed as Mrs., Miss, or Ms.
Relatives/Dependents	May ask: if you have relatives employed by the company, name and address of person to contact in an emergency May NOT ask: if you have children and their ages, others who live in the household, your child care plans
Military Experience	May ask: if you are a veteran, if any job training was provided in the military, if you have been notified to report for armed forces duty May NOT ask: if you have had any foreign military experience, if you are eligible for military service, if you have been discharged and the dates and reasons
Arrest Record	May ask: how many times you have been convicted of a felony and what you were convicted for May NOT ask: if you have ever been arrested
Health/Handicaps	May ask: if you have any physical or mental disabilities that could prevent you from performing this job, if there are any job duties you could not perform due to health reasons May NOT ask: none
Financial Status	May ask: nothing May NOT ask: if your wages have ever been attached or garnished

Classified Ads: Activity 11, Page 42

Healthy Heart Center

Cardiac Sonographer

We are looking for a Registered Diagnostic Cardiac Sonographer or Registry-eligible Sonographer to work on the latest imaging technology in an out-patient setting. No on call, no weekends, no holidays.

Competitive salary and benefit package. Successful candidates should have a minimum of 2 years cardiac imaging experience and good people skills.

If interested, send resume along with letter of interest to:

Healthy Heart Center
2450 Hamilton Drive, Suite #86
Bingham, NY 12781
Attn: H.R. Director

EOE

What position is needed? _____

Where is the job located? _____

What skills or training is required? _____

What hours would you work? _____

What is the pay? _____

What are the benefits? _____

How do you apply for the job? _____

What does EOE mean? _____

Phone Interview Form: Activity 13, Page 42

Company name: _____ Phone number: _____

Type of business: _____

Person contacted: _____

Date: _____ Your name: _____

Sample Script

"Hello, I am _____ from _____
_____. My _____
class is conducting a survey to see what behaviors employers expect from workers. Will you please give me a few minutes and tell me what behaviors your company expects from employees when they are on the job?"

Record responses below.

_____

_____

_____

_____

_____

_____

Phone Etiquette Index Card Examples: Activity 14, Page 42

Sample Message

Hello. Is this B & G Auto? I need an insurance estimate on my car. Would you please leave a message for your estimator? It is a '92 Chevy Cavalier. The rear bumper and the left rear fender have been damaged. The fender needs body work and repainting. My name is Tina Schraga and you can call me back at (XXX) 357-4203. Thank you.

Sample Message

Hello. This is Graciela Vendi. I need to make a hair appointment with Debbie for a perm and a hair cut. I would like it before next Tuesday, the 11th, if that is possible. Give me a call at (XXX) 794-9969. Thanks.

Sample Message

Hello. This is Mrs. Marie Anderson, My daughter is having a wedding in August and I need to speak with your catering person. The wedding is Saturday, August 20th, and I need to know what you can provide for a lunch buffet for 200 people. I need the information right away. Could you please get back to me today? I am at (XXX) 643-9041. Good-bye.

Teaching Someone to Perform a Task: Activity 17, Page 43

To find a Web site

1. Turn on the computer.
2. Move the cursor to the Internet dial-up connection and double click.
3. Follow the connection instructions on your screen.
4. Move the cursor to the address line after http://www. and type in the Internet address. Be sure to delete any remaining characters.

   Example:
   http://www.careershop.com

5. Press enter.

Hourly vs. Salaried Workers' Comparison Sheet

Directions:

- Describe the employers' offered benefits in each column. If none is offered, write *None*.
- Ask for an estimated dollar amount for the benefit and include it in the column.
- Add the amounts in each column for Total Estimated Yearly Pay for comparison purposes.

Job title	Hourly or Salary Pay (include over-time pay)	Hours Per Week (include over-time hours pd.)	Life Insurance	Health/ Dental Insurance	Paid Vacation Time Allotted	Personal Leave Time Allotted	Sick Leave Time Allotted	Retirement Benefits	Total Estimated Yearly Pay

50

57

45

Hourly vs. Salary Comparison Worksheet: Activity 19, Page 44

Employability Skills Evaluation Form: Activity 20, Page 44

Job Shadowing has allowed you to observe and learn important skills that will one day make you a valuable employee. Here is how you rate on these skills. A score of 5 in an area is the **highest**.

Communication

Plans Ahead and Keeps Others Informed	1	2	3	4	5
Keeps Commitments	1	2	3	4	5
Interacts in a Courteous and Confident Manner	1	2	3	4	5
Acts Maturely in the Workplace	1	2	3	4	5

Comments:

Responsibility

Demonstrates Appropriate Appearance	1	2	3	4	5
Exhibits Dependability	1	2	3	4	5
Demonstrates Punctuality & Good Attendance	1	2	3	4	5
Follows Rules, Regulations, and Policies	1	2	3	4	5

Comments:

Willingness to Learn

Accepts New Challenges	1	2	3	4	5
Adapts to Change & Demonstrates Flexibility	1	2	3	4	5
Accepts Supervision Willingly	1	2	3	4	5
Actively Seeks New Experiences and Information	1	2	3	4	5

Comments:

Overall Rating _____ (60 points possible)

Evaluator _____ Date _____

Career Awareness

1. The student will design a business card to reflect a career aspiration.

Activity: Provide the students with examples of business cards.
Resource: Page 59

- Encourage the students to bring in business cards from parents, relatives, and friends.
- Discuss the information included on a business card and how it fits the individual's occupation (e.g., the card design, title, etc.).
- Have the students design their own business cards to show what they would like to do when they graduate.

2. The student will assess future interests using career interest inventories.

Activity: Have the students complete commercially-available career interest inventories (e.g., *Choices '99* [Careerware 1998]). Other inventories may be available at local employment agencies or through career counselors at community colleges.

- Arrange for a guidance or career counselor to help students interpret the results.

3. The student will determine which work environments best fit her needs.

Activity: Assess the students' preferred working environments.
Resource: Page 60

- Provide a chart on an overhead projector with headings such as Sights, Sounds, Level of Physical Activity, and People Involved.
- Take students on mental tours of various work environments.
- Describe various work settings such as factories, retail stores, restaurants, doctors' offices, construction sites, and small book stores.
- Have the students provide information on the chart for each environment. Then, have students choose their preferred work environments and explain why. Follow up with actual tours of diverse work environments.

4. The student will do volunteer work to explore career interests.

Activity: Encourage the students to do volunteer work as a way to explore an interest.

- As a class, volunteer at a local site (e.g., a nursing home, park and recreation department, elementary school, or day care facility).
- Have students spend a week as a volunteer working at a variety of jobs.

5. The student will learn about future job trends.

Activity: Invite a representative from a local temporary employment agency to speak to the students about current job trends and what employers look for in employees.

- Have the students share their interests and get feedback on career outlooks for the future.

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6. The student will use the Internet to find information about career outlooks.

Activity: Help the students research employment and career opportunities in given fields and in locations of their choice by using the Internet.
Resource: Page 114, Internet Addresses

- Use a variety of Internet addresses to help students research careers and jobs nationwide so they have an overall perspective of what is available.
- Invite a school guidance counselor to spend several days with the students exploring options via the Internet and helping them interpret the data.

7. The student will understand the services of the school guidance office (i.e., college and military recruiting).

Activity: Arrange for the students to visit the guidance office.

- Learn when and where college and military recruiters come to the high school.
- Learn the process for meeting with recruiters.
- Many schools have bulletin boards where college and other post-secondary information is posted.

8. The student will be able to complete a college application.

Activity: Provide samples of college applications.

- Have the students review the information required (i.e., grades, activities, ACT/SAT scores, etc.)
- Invite a school counselor or a college admissions representative to discuss the importance of this information for their application acceptance.
- Have the students look at their own cumulative folders to see if they meet admissions requirements.

9. The student will be able to write a college application essay about himself.

Activity: Have the student write a personal college application essay.
Resource: Page 61

- Discuss how to leave a favorable impression with the admissions committee.
- Consult books on writing college application essays.
- Provide models for the students to study.
- Have the students write a college application essay.
- Follow up by having an actual admissions counselor provide written feedback for the students.

10. The student will develop literacy skills to be a better student and employee.

Activity: Have the students choose a job or career for the day. If possible, arrange actual job shadow opportunities with individuals who hold such jobs.
Resource: Page 62

- In journal format, have students record their daily schedule and the various times they were required to read and/or write.
- As a class, compile a list of the activities on a huge poster.
- Discuss how the students can improve upon and practice their literacy skills.
- Have the students set literacy goals. Provide materials and activities for them to practice.

11. The student will learn the importance of networking with potential employers in the community.

Activity: Arrange for the students to visit a career fair at a local college that is sponsored by a variety of college and community people.

- Obtain a list of the fair exhibitors.
- Have the students prepare at least one question per site so they are guaranteed to interact with someone.
- Share answers through discussion the following day.

12. The student will explore his desired lifestyle.

Activity: Discuss what makes up someone's lifestyle (e.g., community, what possessions are important, education desired, important relationships, religion, etc.).
Resource: Page 63

- Have the students list at least 30 factors that affect lifestyle.
- Have the students make collages using magazine pictures, photos, drawings or other means to depict the factors that will be important in their lifestyles. On the back of their collages, have students list what each picture or drawing represents in their lifestyle.
- Have the students share their collages with the class.

13. The student will set lifetime lifestyle goals and objectives.

Activity: Have the students choose at least five lifestyle goals.
Resource: Page 64

- For each goal, have the students determine the objectives or steps for reaching the goal.
- Have the students type their goals and laminate them for permanency.
- Encourage the students to refer to the goals and objectives often as they work toward their desired lifestyles.

14. The student will learn about career opportunities from job advertisements.

Activity: Browse the classified section of a newspaper to raise the students' awareness about growing career needs in the area.

- Bring in help wanted advertisements from a variety of newspapers, both in and outside your community.
- Have the students scan the major headings such as computer, food and beverage, or health care. Within the headings, have the students note where there are multiple advertisements (i.e., under the health care heading there maybe a growing need for employees like nurses and laboratory technicians).
- Have the students compare the needs in one community to the needs in another community.
- Discuss how career opportunities vary from community to community based on the demand or need for that particular career.

15. The student will understand the purpose of and accommodations available with ACT and SAT college entrance testing.

Activity: Explain standardized testing used for college admittance.

- Invite a school guidance counselor to provide copies of applications and sample tests for tests like the SAT and ACT for the students.
- Have the students review the materials and the application form as the guidance counselor points out important information and answers questions.
- Have the counselor talk about special testing accommodations provided.
- Review each student's IEP with him so he is aware of available accommodations and the process for securing them. Should the student wish to take an exam, he will need to work with his guidance counselor to fill out the application form and relevant documentation.

16. The student will research technical schools and available programs.

Activity: Discuss technical schools with the students.

- Compare the length and types of programs offered with education provided by community colleges and four-year colleges.
- Many technical schools will provide videos and catalogs you can show the students.
- If possible, visit a technical school in your area or invite a speaker from a local technical school.

17. The student will weigh the benefits of further education versus being a high school graduate.

Activity: Compare the opportunities provided to a high school graduate versus those provided to a college graduate.

- Have the students review information about potential lifetime earnings based on education levels.
- Have the students interview relatives and family friends with different education levels. Encourage them to create questions ahead of time to assess the differences (e.g., "If you could go back to high school, what would you do differently?" or "What benefits or advantages do you think you have because of your education?").
- Discuss their findings as a class.

18. The student will develop math skills related to her career interests.

Activity: Assess the math skills needed for various careers.
Resource: Page 65

- For a particular field of choice, have each student list the types of math skills needed.
- Make up career math word problems to practice such skills, (e.g. a nurse may have to take a patient's temperature twice during the day and compare readings, or a painter at an auto body repair shop may have to measure and mix paints accurately to create a desired color.) Also use commercially-prepared instructional math materials with a career emphasis.

19. The student will learn about apprenticeships and unions.

Activity: Teach students about other means of career training, such as apprenticeships.

- Contact a Labor Management Council or Apprenticeship Training Board to obtain written information about apprenticeships for the students to review.
- Invite a speaker from an apprentice organization to discuss their organization, union membership, benefits, etc.

20. The student will understand the difference between assembly-line type jobs and "high-performance" teamwork type jobs.

Activity: Have students compare the degree of decision making required in various jobs.
Resource: Page 66

- Have the students create questions designed to ascertain a worker's level of decision making.
- Have the students create questions designed to ascertain a worker's overall personal satisfaction with a job.
- Have each student interview several friends, family members, and acquaintances.
- Follow with a discussion of their discoveries, (i.e, In what kinds of jobs was there more decision making? What made someone most satisfied with his or her job? What things caused dissatisfaction?).

Business Card Design: Activity 1, Page 54

Top **Chef**

Restaurant

Scott Davidson
789 6th Avenue South
Columbia, MO 65201
(XXX) 872-9403

Idlewild Laboratories
Medical Laboratory Technician

- **Friendly technician**
- **Fast, painless blood testing**

Jade Howell • 15 Idlewild Drive • Clinton, IA 52732
(XXX) 234-5861
email: judeh@netserve.net

Work Environment Chart: Activity 3, Page 54

Which Work Environment Fits You?				
Type of Work Environment	**Sights**	**Sounds**	**Level of Physical Activity**	**People Involved**

College Application Personal Essay Example: Activity 9, Page 55

The following essay focuses on those things most colleges want to know about a potential student: educational and career goals, academic record, and involvement in school activities.

Scenario: Scott Davidson applying for a culinary arts degree at a community college.

I am interested in your school because I would like to have a career one day in the culinary arts. My lifetime goal is to become a sous chef at a large, well-respected restaurant in a metropolitan area.

To help me prepare for my career, I have taken many vocational courses at school. In addition to my required academic courses, I have taken all the Food Lab classes offered at my high school, as well as classes in family and independent living.

I have also taken additional math classes and a general business class to help me prepare for the world of work. Last year I took a Job Shadow class and observed people working in our school cafeteria, a cook at a local restaurant, and a food distributor.

This past year, I took a Work Experience class and spent part of my day on the job. I worked my way up from dishwasher and bus person to line cook at the local country club. I also cook many meals at home and enjoy preparing food for others.

I have also been on the football and soccer teams my sophomore year and this year.

I hope you will consider me for you culinary arts program.

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Sample Daily Schedule: Activity 10, Page 55

Delivery Truck Driver (Bill)
Martinez Distributing Company

7:00 a.m. Bill loaded the truck with drinks and snacks to deliver to restaurants and other businesses. He had to fill out a form saying how much he took of each item and the place where it was to be delivered. Bill also keeps a log book showing where he went and when he got there.

7:45 a.m. We drove to Harlan's Restaurant for a delivery. Bill filled out a form listing what he was delivering. He unloaded the items and the manager signed off on the form.

9:00 a.m. We went to a gas station to fill up the truck. Bill had to fill out a form for Martinez Distributing which recorded his current mileage, how much gas was put in the truck, and the total cost. He then had the gas station attendant give him a receipt and sign the form.

9:30 a.m. We stopped at Delaware Manufacturing Co. Bill filled out a form of what he was delivering, unloaded the items, and had the shift manager sign the form.

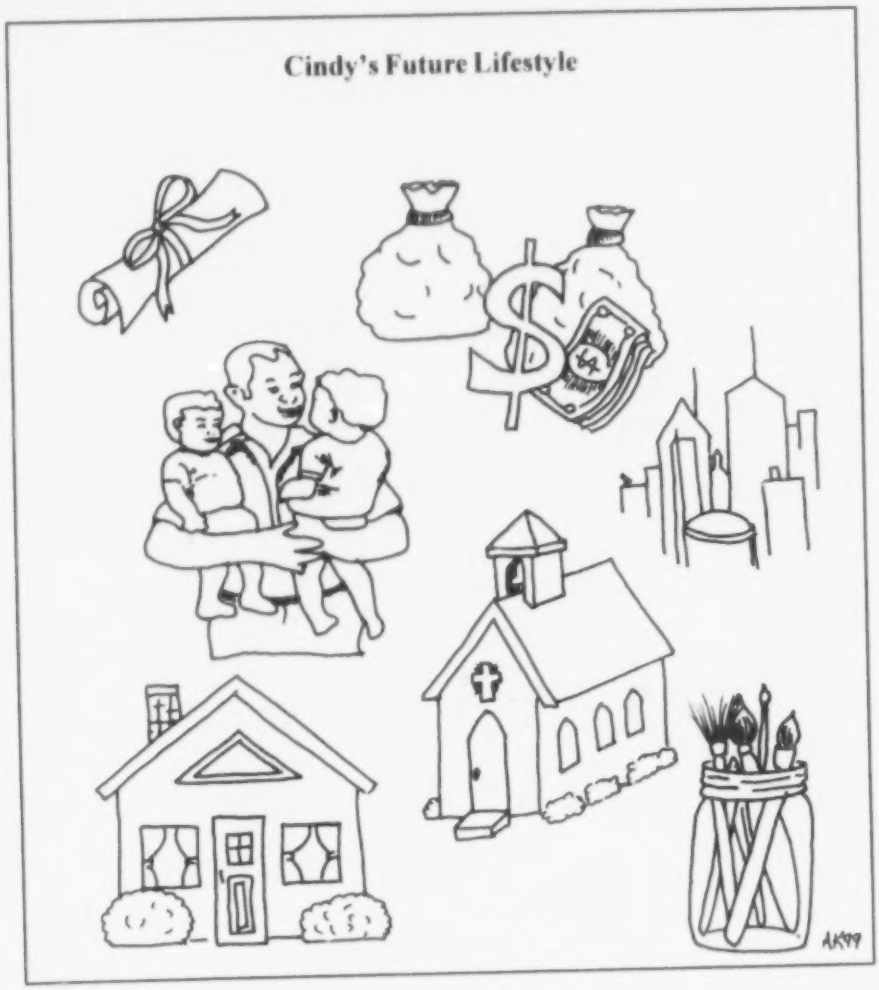
10:15 a.m. We had to stop back at the distributing company to pick up more items. Bill had to fill out another form verifying what he was taking and where it was going. He also read a message from a restaurant that had run out of things. They needed some things before lunch, so Bill loaded up what they needed, filled out the form, and we took off again.

11:00 a.m. We dropped off the emergency order to Bert's Taco House. Bill filled out the form and Bert signed the form.

11:30 a.m. We delivered items to Samaritan Hospital. Bill filled out the form saying what he was delivering and the kitchen supervisor signed off on it.

12:00 p.m. Bill dropped me off at school so I could get back for a test in Biology class. I learned there was a lot to being a truck driver. You have a ton of forms to fill out and get signed. You also have to be able to add things up correctly so the company knows what kind of inventory to keep. There is also a lot of traveling to do just to make a few stops before you have to return to get more items.

Lifestyle Collage: Activity 12, Page 56



These desires appear on the back of Cindy's collage:

- I want a husband and two children.
- We will attend church every week.
- I want a house for my family.
- We will need a lot of money to live how I want.
- I want to live in a big city where there will be lots to do.
- I will need a college education to get a good job.
- I plan to still paint in my free time and maybe make it part of my career.

Lifestyle Goals and Objectives Sample: Activity 13, Page 56

Scott's Lifestyle Goals

Goal 1: I want to be a chef at a fancy restaurant.

Objective 1: Do well in my high school cooking classes
Objective 2: Work as a cook at a restaurant
Objective 3: Get accepted into the culinary arts program at the community college

Goal 2: I want to play football at the community college level.

Objective 1: Become a starter on my high school team
Objective 2: Pass all my classes to stay eligible
Objective 3: Go to summer football camp to train and improve my skills

Goal 3: I want to own a motorcycle.

Objective 1: Get my driver's license
Objective 2: Get my motorcycle license
Objective 3: Get a job to make the money to buy a motorcycle

Goal 4: I want to own my own restaurant someday.

Objective 1: Get my culinary arts degree
Objective 2: Take business courses so I will know how to run my restaurant
Objective 3: Work as a chef at a well-known restaurant so I can get a good reputation

Goal 5: I want a wife and family.

Objective 1: Get involved in more activities to meet people
Objective 2: Exercise and stay physically fit
Objective 3: Get a good paying job

Assessing Math Skills for Various Careers: Activity 18, Page 57

1. You work in the financial department of a local business and are responsible for figuring payroll checks. Compute the wages for the following workers prior to deductions. Overtime over 40 hours is paid at time and a half.

Sam Walter	46 hours	$9.50/per hour
Deidre Westmer	47 hours	$7.88/per hour
Tameka Davis	42 hours	$8.12/per hour

2. You are a nurse at a local hospital. A patient has recently been returned to her room after surgery. It is your responsibility to check her temperature every two hours. Figure out the change in temperature each time. Then, figure out the patient's average temperature for the day.

9:00 am	99.3°	
11:00 am	98.9°	_____ change
1:00 pm	98.7°	_____ change
3:00 pm	98.6°	_____ change

Average temperature _____

3. You are a carpenter working on a new house. You need a 5¾ feet long piece of 2x4 to complete a deck section. You have an 8 feet long piece. How much will you need to cut off it to get the length you need?

Decision Making Comparison: Activity 20, Page 58

Worker's name _____

Job title and duties _____

Place of employment _____

Years worked there _____

1. I have input into how I do my job.	Yes	No	Sometimes
2. My boss and the company appreciate suggestions.	Yes	No	Sometimes
3. I determine the hours I work.	Yes	No	Sometimes
4. I work largely on my own.	Yes	No	Sometimes
5. I work with a team or group of other people to do my job.	Yes	No	Sometimes
6. Everything I do is closely supervised.	Yes	No	Sometimes
7. My boss or supervisor must approve every major decision I or the team makes.	Yes	No	Sometimes
8. My boss or supervisor trusts me to do my best work.	Yes	No	Sometimes
9. My work is interesting and rewarding.	Yes	No	Sometimes
10. The work I do is repetitive and boring.	Yes	No	Sometimes
11. The work I do is valuable to the company.	Yes	No	Sometimes
12. I am well-compensated for my work.	Yes	No	Sometimes
13. I receive benefits like health insurance, paid vacation, and overtime pay.	Yes	No	Sometimes
14. My co-workers get along well.	Yes	No	Sometimes
15. Overall, I am satisfied with my job.	Yes	No	Sometimes

What is one thing you would change about your job or company to make things better? _____

_____

Self-Determination

1. The student will determine her social, physical, and academic needs.

Activity: Review a self-fulfillment model with the students such as Maslow's "Hierarchy of Needs." (This model is available in most high school health and psychology textbooks.)

- Have students make a model or a collage to reflect their needs.
- Insert academic needs as an aspect of the self-actualization or self-fulfillment level.
- Have the students determine what learning needs they have and what teaching styles, types of academic courses, and experiences fit those needs.

2. The student will check his academic progress regularly.

Activity: Have the students develop a progress-monitoring form for teachers.
Resource: Page 72

- Discuss the kinds of information that would help them understand their status in the class and suggest ways to improve performance.
- Have the students take the forms to individual teachers on a regular basis (e.g., once a week, every two weeks, etc.).
- Have the students schedule follow-up conferences with you to discuss their progress.

3. The student will identify her learning styles and choose courses and teachers that match those needs.

Activity: Match students' learning styles and needs with appropriate course and teacher selection.

- Have entering freshman students take a commercially-prepared learning style inventory.
- Interview entering freshman students concerning their previous classes and teachers.
- Encourage the students to choose courses and teachers who match their learning styles.

4. The student will understand and apply the accommodations listed in his IEP.

Activity: Have the students read through their IEPs at the beginning of the semester, paying particular attention to the list of accommodations.
Resource: Page 73

- Have each student make an individualized accommodations list for each class (e.g., A student may list the use of a calculator for Algebra class and use of a text-to-speech word-processing program for assignments in Composition class.).
- Discuss how some classes may not need an accommodation if the student has strong skills.
- Role play how students would share information with their teachers.
- Have the students eventually communicate their own needs with their teachers.
- Schedule follow-up conferences to check teachers' understanding of students' needs and accommodations.

5. **The student will understand the roles of the school psychologist, educational consultant, and the social worker.**

Activity: Explain the roles of various resource personnel and how to enlist their help.
Resource: Page 74

- Invite personnel such as the school psychologist, educational consultant, and social worker to participate in a panel discussion.
- Encourage the personnel to use examples of situations in which a student might approach them.
- Discuss topics like confidentiality and student rights issues.

6. **The student will use eye contact and a confident voice to communicate needs.**

Activity: Prepare a script depicting an unsure student trying to ask a teacher for help and consequently not getting what he needs. Include directions for eye contact, speaking voice, and body language.
Resource: Page 75

- Prepare a script for a student who confidently approaches a teacher, clearly communicates needs, and leaves satisfied.
- Have the students volunteer to act out the student parts and enlist other staff members to portray the teachers.
- Videotape each scenario.
- Have the students analyze what happened in each scenario and develop a tip list for successfully communicating needs.

7. **The student will understand the rights protected by the Americans with Disabilities Act (ADA).**

Activity: Explain ADA and the rights it guarantees students.
Resource: Pages 109 and 110

- Bring in a copy of the law and read it to the students.
- Discuss the rights it guarantees and the responsibilities potential employers have toward applicants and employees.
- Discuss ADA as it applies to post-secondary institutions.
- Have an ADA coordinator from a local community college talk to the students about her job as it relates to their needs.

8. **The student will take responsibility for any health or physical needs.**

Activity: Teach students to take care of medical conditions like attention deficit/hyperactivity disorder or to advocate for other physical needs like hearing or vision impairments.

- Set up individual systems with students that insure they take care of these needs (e.g., A student could earn a daily extra credit point in his first period class by bringing a slip from the nurse's office that he has taken his medication. Another student could arrange with a teacher to get hard copies of overhead notes rather than have to strain to copy because of weak visual skills.) It may be necessary to be very creative since many teens are either "in denial" or extremely sensitive about their needs.

9. The student will put forth maximum effort when completing tasks.

Activity: Help students understand the importance of giving their best effort on *assignments and* tasks.

Resource: Page 76

- Brainstorm behaviors that suggest someone is making his best effort in the classroom or on the job (e.g., sitting up and looking at the teacher or employer to indicate you are paying attention, answering all questions on an assignment to show you have tried, etc.).
- Have the students develop an inventory of quick yes-no statements that a student could give to a teacher or employer to assess that person's perception of his effort.
- Discuss and encourage the student to act on the feedback.

10. The student will take an active role in daily problem-solving within the classroom.

Activity: Encourage students to take control of their own behavior and academic progress.

- Have the students assess their own locus of control by taking a commercially-prepared inventory. Such inventories will tell them how much internal control they have versus external control or feeling others control things for them.
- Set up regular individual counseling times for students with low internal control to assess the effect of certain behaviors and discuss strategies the student can apply to improve behavior or academic progress.
- Involve the school social worker or psychologist as needed.

11. The student will conduct her own IEP meeting.

Activity: Provide practice within the sheltered environment of high school for students to advocate for themselves.

- Teach students how to conduct an IEP meeting (e.g., who should attend, items to be discussed, possible goals to set, etc.).
- Allow the student to preside at the IEP meeting with your support. Commercially-made materials available such as *Self-Directed IEP* (Martin, Marshall, Maxson, Jerman, 1996) are available for teaching students such skills.

12. The student will know how to register to vote for an issue or in an election.

Activity: Discuss with the students how voting in local, state, and national elections is a privilege.

- Have the American Government teacher review voting rights with the students.
- Discuss the types of issues in which the public has a voice (e.g., tax increases, construction of schools and roads, the election of representatives, etc.).
- Take the students to your local voter registration site so they can see where to register to vote and what the form looks like.
- Have the students find out where their polling place would be if they were currently registered to vote.

13. The student will become aware of self-help groups and organizations.

Activity: Provide information about local agencies and organizations that provide support for unemployment, alcoholism, domestic or child abuse, drug addiction, etc.
Resource: Page 77

- Discuss groups that provide social opportunities like churches and single groups.
- Provide or make a tip sheet that lists each group's name, function, and phone number for easy reference.

14. The student will become involved in an appropriate extracurricular school activity.

Activity: Survey the student's interests, then try to match the interests with a school club.

- Have the student meet separately with the advisor of the club and a couple of key members so he is comfortable before taking part in large group meetings.
- Some students may need the added incentive of having involvement in an activity count toward a grade in a class (e.g., extra credit points in English class for helping the stage crew for a play).

15. The student will develop a portfolio of representative work and projects.

Activity: Have each student develop a portfolio that represents both his skills and his interests.

- Include projects completed at school, articles or items that are appealing from things he has read or done, etc. in his portfolio.
- Arrange for the students to share their portfolios with interested school personnel or community persons.
- Solicit feedback that may help the student make decisions about her future.

16. The student will practice the self-disclosure of needs required at the post-secondary level.

Activity: Provide practice for students in self-disclosure or self-advocation.

- Invite a representative from a local community college to speak with the students about expectations regarding self-disclosure when they attend college.
- Arrange for students to go individually to the community college to speak to the representative about their specific needs.
- Have the students write a reflection paper on accommodations offered at the college and how they are expected to ask for them.

17. The student will face and problem-solve consequences for inappropriate school behavior.

Activity: Hold students responsible for their inappropriate behavior as they will be held responsible when employed.

- Be sure administrators know who the students are and their particular needs.
- Ask that administrators keep you informed and involved as situations arise.
- Elicit assistance in requiring students to problem-solve situations, rather than just facing punishment (although they will need to do that, too, at times.)
- Ask to be present when students meet with administrators to help students problem-solve and take responsibility for their actions.

18. The student will understand his rights under the law and consequences for illegal behavior.

Activity: Explain to students the consequences for their behavior within the legal system.

- Have a school liaison officer or a local juvenile police officer speak with the students.
- Encourage the officer to discuss the legal privileges that come with young adolescence (e.g., driving and independence), as well as consequences for illegal behavior.
- Have the officer discuss topics such as driving, drugs, smoking, and shoplifting issues.
- The officer should also review the student's rights under the *Miranda Law*.

19. The student will become organized.

Activity: Use a commercially-available organizational inventory or create one to assess the student's level of organization.

Resource: Page 78

- Have each student assess their personal level of organization, from being able to find things at home to being able to plan out a day to maximize time usage.
- Provide the students with articles and books about organizational strategies.
- Set a couple of key goals with each student and evaluate their success periodically.

20. The student will develop strategies to compensate for weaknesses.

Activity: Have the students individually assess their areas of weakness.

- Counsel students individually on compensatory strategies.
- Enlist other personnel to help students (e.g., The school psychologist could help the student with a quick temper.).
- Students could keep journals of their progress to share at "counseling" sessions.

Progress Monitoring Form: Activity 2, Page 67

Student name: _____ Date: _____

Class	Teacher	Comments	Suggestions for Improvement
	☐ Completes assignments ☐ Brings materials ☐ Attends class regularly ☐ Pays attention in class ☐ Understands material Current Grade		☐ Needs to make up assignments: _____ _____ Date due _____ ☐ Needs to see me for help. Time: _____ Materials needed: _____ ☐ Other: _____

Student name: _____ Date: _____

Class	Teacher	Comments	Suggestions for Improvement
	☐ Completes assignments ☐ Brings materials ☐ Attends class regularly ☐ Pays attention in class ☐ Understands material Current Grade		☐ Needs to make up assignments: _____ _____ Date due _____ ☐ Needs to see me for help. Time: _____ Materials needed: _____ ☐ Other: _____

Student name: _____ Date: _____

Class	Teacher	Comments	Suggestions for Improvement
	☐ Completes assignments ☐ Brings materials ☐ Attends class regularly ☐ Pays attention in class ☐ Understands material Current Grade		☐ Needs to make up assignments: _____ _____ Date due _____ ☐ Needs to see me for help. Time: _____ Materials needed: _____ ☐ Other: _____

IEP Accommodations Form: Activity 4, Page 67

Student's name: *Nate Russell* Grade: *11* Semester: *1st*

Period	Class	Teacher	Accommodations I Will Need
1	*American Government*	*Lopez*	• *Textbook on audiotape* • *Tests and quizzes read aloud* • *Alternative assignments for long, written assignments* • *A novel with lower reading level for the book report project or a novel on audiotape*
2	*Math Analysis*	*DeCoster*	*Probably none unless there is a lot of reading on a test.*
4	*Spanish II*	*Harrison*	• *Test questions in English read aloud* • *Fewer points taken off for Spanish spelling than other students* • *Extra copies of tapes to practice speaking and pronunciation* • *Leave 3 minutes early to get my medication*
5	*Biology*	*Mascinski*	• *Textbook on audiotape* • *Extra study guides for tests and quizzes* • *Tests and quizzes read aloud*
7	*Woods II*	*Reed*	• *Retakes on safety tests* • *Tests and quizzes read aloud* • *Partner to help read directions for projects*

Resource Personnel: Activity 5, Page 68

Resource Person	How this Person Can Help	How to Contact
School Psychologist		
Educational Consultant		
Social Worker		
School Nurse		
Work Experience Coordinator		
Transition Coordinator		
Vocational Rehabilitation Counselor		

Script Example: Activity 6, Page 68

Setting: Mr. Lopez's American Government class. It is right after the passing bell and Mr. Lopez is organizing papers he has just collected. Nate needs to ask Mr. Lopez for accommodations in the class because he has weak reading skills.

Nate (mumbling and standing back near his desk): I am not sure I can get that book report done that you assigned us.

Mr. Lopez (still shuffling papers and not looking at Nate): What do you mean? You have just as much time as anyone else in class. You just have to get started.

Nate (he has moved toward the door as if to leave): I know, but I don't know what book to read. They are all so long. I don't know if I can get through one in time.

Mr. Lopez (in a dismissive tone): Well, you are just going to have to put in some extra time to get it done. You cannot get through my American Government class without doing a book report.

Nate (leaving): Okay. Bye.

Why didn't Nate get the help he needed?
Rewrite the script to address Nate's problems in getting accommodations. Be sure that Nate

- talks to Mr. Lopez when he has time to listen,
- describes his specific needs, and
- proposes workable accommodations for the situation.

Effort Inventory Example: Activity 9, Page 69

Student: _____ Date: _____

Teacher or Employer: _____

Class or Job Site: _____

1. Arrives on time	Yes	No
2. Follows directions	Yes	No
3. Completes all assigned work	Yes	No
4. Does his/her best quality work	Yes	No
5. Tries to get along well with others	Yes	No
6. Is respectful to teacher/boss	Yes	No
7. Shows genuine interest in what he/she is doing	Yes	No
8. Tries to learn more to improve job/classroom performance	Yes	No
9. Does more than the required work	Yes	No
10. Asks for help when needed	Yes	No

What can I do to improve my overall effort?

Self-Help Organizations Tip Sheet: Activity 13, Page 70

Note: Check your Yellow Pages Index in the back of your phone book for the best way to look up local self-help agencies, organizations, and associations.

Organization Name	Function	Phone Number
Regional Virology Center	Aids Information and Testing	XXX-255-5555
Howard Center on Addiction	Alcoholism Information and Treatment	XXX-255-5555
Referral and Services Center	Social Services-Food and Medical Care	XXX-255-5555
The Counseling Center	Mental Health Counseling	XXX-255-5555
Job Finder	Employment Assistance	XXX-255-5555

Organization: Activity 19, Page 71

How Organized Am I?

Circle the response below that best describes your organizational skills. Remember to be honest. Only you will know how organized you truly are!

1.	I get to school on time.	Yes	No	Sometimes
2.	I get to all my classes on time.	Yes	No	Sometimes
3.	My locker is well-organized.	Yes	No	Sometimes
4.	I have all my books and materials with me for class.	Yes	No	Sometimes
5.	I use an assignment book or other system for recording and checking off assignments.	Yes	No	Sometimes
6.	I complete my daily assignments.	Yes	No	Sometimes
7.	I hand in my daily assignments.	Yes	No	Sometimes
8.	I can meet assignment deadlines for long-term projects.	Yes	No	Sometimes
9.	My assignments are legible and clear to understand.	Yes	No	Sometimes
10.	I check over the quality of my assignments before turning them in.	Yes	No	Sometimes
11.	I am able to stay on task during work time in class.	Yes	No	Sometimes
12.	I can take organized notes.	Yes	No	Sometimes
13.	I have an organized place to study.	Yes	No	Sometimes
14.	I set aside a time each day for completing assignments and studying.	Yes	No	Sometimes
15.	I plan what I will wear and what I need to take to school the night before.	Yes	No	Sometimes
16.	I get to my job and other activities on time.	Yes	No	Sometimes
17.	I keep a weekly or monthly calendar to record my appointments and activities.	Yes	No	Sometimes
18.	I keep my commitments to other people.	Yes	No	Sometimes
19.	My room is organized so I can find things I need easily.	Yes	No	Sometimes
20.	I can usually get things done in the time I plan for them.	Yes	No	Sometimes

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IV. Job Shadowing Unit

Getting Started

Job Shadowing

A colleague probably described job shadowing best. "Job shadowing is learning what it is that you don't want to do with your life." Instead of spending fifteen years and four job changes figuring out what they want to be, today's teens can explore and experience career fields before ever leaving high school.

A job shadowing program allows students to explore and select a career or job suitable to their interests, needs, and abilities. For students with disabilities, early exploration is extremely important. While they learn about the skills and expectations of specific jobs and careers, students also learn

- how to network with community people and resources,
- social and on-the-job communication skills, and
- how to set realistic educational, career, and employment goals.

Job shadowing occurs when students observe real people doing real work. For students to have a realistic picture of the work world, those jobs should range from semi-skilled labor to professional positions requiring extensive training.

Another valuable job-related experience is volunteer work. Experiences like serving meals at a local soup kitchen, supervising children at a day care facility, or interacting with the elderly at nursing homes teach students valuable lessons about their worth as workers and community members. The following tips on setting up a job shadow class require a specific time allotted for such experiences. It is possible to use many aspects of this program without a specific time allotment with the support of administrators and teachers' flexibility.

Selecting Students

Ideally every student in junior high or high school will experience job shadowing. However, not all students are ready for the responsibility that comes with and is needed for successful job shadow experiences. Consider these questions when screening students for involvement in the program:

- Does the student have good attendance?
- Can the student keep a commitment?
- Can the student be trusted to follow the rules for the particular job site?
- Does the student have the social and communication skills to interact appropriately with the employer and other employees?
- Is the student open-minded enough to observe closely and learn from the experience?
- Will the student's physical disability restrict involvement in a job shadow experience or compromise the student's safety?
  (Some sites may be unsuitable for students with walking and eye-hand coordination difficulties. Students should never be placed in situations where they could be injured or cause injury to others.)
- Does the student have the self-confidence to handle the requirements of a job shadow experience on his own?

Students who make the best candidates for job shadow experiences are eager to learn, can handle situations fairly independently, and behave appropriately to avoid interfering with the business operation.

Setting Up Prospective Job Shadow Sites

- Solicit ideas from colleagues and people in the community (e.g., hair stylist, dentist, veterinarian, etc.).

- Use student contacts. One student may have an uncle who runs an auto detailing business and is willing to let a student job shadow. A student who is employed may be willing to approach her employer about allowing another student to shadow someone at the business.

- Use the resources in the school building and school district. A student interested in law enforcement could shadow the school security officer. Students may volunteer to help in the reading center at an elementary school or observe school cafeteria cooks preparing lunch.

- Consider other kinds of "work places." Job shadow sites can also be places other than businesses, schools, and factories. Consider organizations and agencies as possible sites, as well as allowing students to job shadow individuals who are self-employed. As much as possible, provide students with a wide variety of opportunities from which to choose.

- Allow volunteer work as a job shadow experience. Becoming a hospital volunteer, a literacy tutor, or helping children in a Head Start program, for example, are all valuable ways of sampling work.

After selecting a list of possible employers, send each a letter briefly describing the program and asking for their participation. A sample letter has been provided on page 104. A self-addressed stamped envelope for employers to return their responses may be included. Following-up with a phone call to employers is also a good idea in order to address any questions or concerns. Use the job shadow contact form on page 107 to record information and notes about successful job shadow sites for future use.

Planning and Scheduling

Start with five or six select students. Begin with students who will succeed and blaze the path for future job shadowers. Starting with a small group also allows time to coordinate experiences for students and supervise their progress. These tips will help plan and schedule job shadow experiences:

- **Keep parents informed.**
  Students' parents will also need to be highly involved. Parents are a great resource for job shadowing ideas and sites. More importantly, they are the students' means of transportation to job shadow sites if the school does not provide transportation. Inform parents with a *Parent Letter* (see page 93 for an example) describing expectations for students. Having a *Job Shadow Permission Form* (see page 94) signed by parents and employers also ensures the students' accountability. Making arrangements with parents, employers, and school personnel teaches students valuable lessons about the importance of communication.

- **Be open to scheduling options.**
  When arranging job shadow experiences with outside employers, students may need to be extremely flexible. Classes may need to be scheduled at the end of the day so job shadow experiences can begin during a job shadow class time and extend beyond the school day. Students may schedule job shadow experiences during study hall, on a weekend, or in the evening as long as it is approved by the employer and the student's parents. On occasion, a student might need to miss other classes to complete a job shadow. It should be the student's responsibility to get the appropriate form from the attendance secretary so the experience can be excused as a school activity. The student should then obtain approval via teacher signatures to miss classes. Make-up work has to be completed and designated Job Shadow class time could be used to do so when the student returns from the experience.

- **Be flexible about the length of the job shadow experience.**
  Work with employers and students to determine the best length for a job shadow. A minimum of three hours spread over three visits to the site or done as one long visit gives students the best exposure. Because businesses are busier some days than others and because students may have to juggle their own outside activities, it can take one to two weeks to complete one job shadow experience. A student may also discover a passionate interest in the job or business she's shadowing and benefit from extending the job shadow experience.

- **Make the initial contact for each job shadow experience.**
  Because the concept of job shadowing is new to many employers, they will have questions and concerns to discuss. After the initial contact, students may arrange the times and days of the actual job shadow experience with employers. It is the student's responsibility to keep the job shadow coordinator and the employer informed. Just like the real world of work, communication is ongoing.

- **Keep a monthly class calendar and individual student calendars.**
  With the varying needs of businesses and agencies, not all students will be on job shadow experiences at the same time. Check the school calendar to note any in service, early dismissal, or vacation days that affect scheduling of job shadow experiences. Students are often scheduled different places at different times, so posting a class calendar of activities, as well as special school days is essential. A sample *Job Shadow Planning Calendar* can be found on page 95. Each student should keep an individual *Job Shadow Planning Calendar* for scheduling job shadow experiences, completion of job shadow reports, and noting when other classroom activities will occur.

- **Be aware that transportation may affect scheduling.**
  Transportation arrangements are unique to each district and to each student's needs. Select times and places for job shadow experiences based on transportation availability and scheduling.

Arranging Transportation

Students' transportation to job shadow experiences depends on many variables:

- the student's level of independence and "safety awareness,"
- time and day of the job shadow experience,
- the location of the work site,
- availability of school transportation,
- availability of parent transportation,
- availability of public transportation,
- if the student is a licensed driver, and
- cost to the school or student.

Transportation will need to be handled on an individual basis to meet students' individual needs. There may be times when students need to be sent to the same sites to facilitate transportation or to consolidate similar job shadow experiences. Select the most "independent" situation that can be arranged for a student. When living independently, students will need to get their own transportation to their work sites and communicate with their employers. As much as possible, such experiences should be simulated for students.

The *Job Shadow Permission Form* includes an area to indicate the means of transportation and the school's release of liability in such instances.

Evaluating Students' Interests and Skills

Before students are sent to job shadow sites, their skills and interests should be evaluated. These skills and interests may be assessed in several ways:

- Review students' school histories with them to note courses in which they excelled or courses they still would like to take.
- Look at students' school activities. Note any interests that can be turned into jobs (e.g., involvement in the make-up crew for the latest drama production might suggest a career in the theater).
- Invite the school guidance counselors to talk to students and suggest possible jobs to shadow based on current trends and needs.
- Arrange for students to take a career interest inventory, such as *Choices '99* (Careerware, 1998), a computer program that surveys students' interests, to match them with occupations and post-secondary training institutions.
- Have students visit the Career Center at a local community college. Many of them will have a career counselor available who can provide checklists and surveys for students, as well as information about the community college.
- Talk to students about the occupations individuals in their families have pursued. Encourage them to visit the job sites of their relatives and ask relatives how they became interested in the field.
- Show students videos of a variety of jobs. There are many shows about unique careers produced by local educational channels and commercial television stations.

Though checklists and surveys may narrow down career interests and skills considerably for students, do not hesitate to have them shadow jobs in which they have not expressed interest. Jobs and job titles change so frequently that it is often difficult to evaluate the job duties. Students need to be aware of the wide variety of career choices available to them.

The Role of Volunteer Work

Volunteer work can be a valuable pre-job shadow experience or a job shadow experience in itself. The advantages of volunteer work prior to any other job shadow experiences include:

- developing confidence working with adults outside the school environment,
- allowing hands-on experience and more involvement in "work,"
- letting the student become involved in a "cause" and the feelings of positive self-worth that result,
- extended exposure to the type of work because volunteering tends to be for a longer period of time compared to other job shadow experiences, and
- exposing students to opportunities beyond the job that allow them to contribute to their community.

Volunteering can also be a job shadowing experience itself. Many actual jobs exist in organizations that provide volunteer services to the community (e.g., volunteer at a local nursing home). Volunteer organizations appreciate the extra hands students provide.

The class could volunteer for a week at a local nursing home. Not only does this provide a service, but some students may maintain their relationships with nursing home residents afterwards. Be prepared for any training or screening students may need to go through prior to volunteering. Training may include a review of health and safety rules or training in the actual work to be done.

Legal Issues and Risks

Any time a student is somewhere other than on school grounds there are potential legal risks. Precautions should be taken in the following areas to safeguard against liability and injury.

Student's Level of Responsibility

It is very important to assess a student's ability to independently handle the total situation. To successfully complete a job shadow, a student must be able to

- get all permission forms signed on time by the proper persons,
- handle transportation relatively independently,
- behave appropriately without supervision, and
- learn from the experience.

If there is any doubt that the student can be responsible in these areas, then the student is not a good candidate for a job shadow experience. Job shadowing is meant for mature, open-minded students who can represent themselves and their schools appropriately while visiting sites in the community.

Of course, judgment is needed when there are unique circumstances that may require flexibility with the guidelines. For example, a student with a physical disability may need an aide as an escort.

Parental and Administrative Support

It is crucial to make parents aware of what is involved in a job shadow experience. Use the *Parent Letter* to introduce students' parents to the concept of job shadowing and to secure their permission to consider students for participation. The letter may be modified to meet the needs of each school and student.

It is also important to make sure parents know how much responsibility is placed on the student. Be certain the parent letter includes the guidelines used for judging the appropriateness of the student for a job shadow experience. Securing written permission before a job shadow is a necessity. Check with the school administration about the rules to be followed. Develop the appropriate permission form for each situation. The *Job Shadow Permission Form* requires a parent signature and the signature of the onsite supervisor to verify the student's attendance on the agreed upon date. It is a good idea for students to have individual folders to act as portfolios of their written reactions to job shadow experiences. The folders or portfolios can also be places to keep permission forms and other documentation. Keep any documentation until the end of the school year.

Transportation to and from the Job Shadow Site

The ability to travel to places in the community is an important skill for students to possess upon graduation. Students gain this additional experience while also exploring their career interests through job shadowing. Transportation is, however, an area in which some known risk is involved. Following these guidelines will help keep students safe as they travel to and from the job shadow site:

- First assess each student's readiness to use public transportation independently if this is the means to be used. Be sure to rehearse. Look at transportation schedules, planning the route, and pick up and drop off times and points. Some students may need to make a run through to the actual job shadow site prior to the scheduled experience.

- If students do not take public transportation, enlist parent support or arrange for the school district to provide transportation. In some instances, a student may be licensed to drive. Always include specific information on the *Job Shadow Permission Form* about the means of transportation to be used. Always have parents or guardians sign that they are aware of the arrangements.

- Check the local school district rules regarding Workers' Compensation. If it is an unpaid work experience through school, Workers' Compensation usually covers the student. However, check with the school district insurance company to verify coverage.

A reference guide is available entitled *School-To-Work and Employer Liability: A Resource Guide* (U.S. Department of Education and U.S. Department of Labor, 1997). The following Internet address may also be a source for legislation regarding school-to-work related issues: http://www.stw.ed.gov/factsht/emplia.htm. Check Child Labor Laws and Fair Labor Standards through the federal government offices for the school's protection.

On-Site Safety

Prior to sending a student to a job shadow site; talk to the employer, the plant manager or human resources director, or the person providing direct supervision over the student. Discuss any potential dangers and ask about any safety concerns. For example, if the student is job shadowing a veterinarian, ask what kinds of animals are at the place of business and where the student will be in proximity to animals being kenneled. For a student visiting an auto body business, discuss safety related to paint fumes, sanding equipment, etc.

These sample questions may be asked to assess the level of safety at the job shadow site.

- What is the noise level at the site?
- Are workers required to wear any special clothes, gear, or equipment (e.g., goggles or ear protectors)?
- Will the student be near any machinery or equipment?
- Does the worker being observed lift any heavy items or work in high places?
- Could the student possibly come in contact with any blood borne pathogens or bodily fluids (for example, when observing a laboratory technician)?
- Will there be any exposure to chemical fumes, smoke, or other substances?
- Does the worker drive a vehicle, like a truck or a forklift? Will the student remain at the site or be traveling to another location as part of the observation (e.g., a computer repair person traveling to the repair site)?

When the student first arrives at the site, have the employer go through any safety rules with her. Also, have the employer make the student aware of things like fire exits, fire extinguishers, and phones in case of an emergency. Include a safety statement as part of any written agreement made with the employer.

Before students visit a site, review a list of rules with them about what they can and cannot do at the site. Guidelines might include

- no handling of equipment or tools,
- no driving of vehicles, like forklifts, or trucks, and
- wear safety equipment (e.g., hard hat, goggles, or respiratory protection equipment) if the supervisor instructs you to do so.

Provide an expectations list to the student like the one on the bottom half of the *Job Shadow Application Form* on page 99.

Student's Health and Physical Condition

The student's general health and physical condition are also important considerations in determining job shadow sites to visit. It will be important to know the students' health histories in order to predict any possible risks to the student (e.g., consideration of a respiratory condition when a student visits a site where any fumes are involved, or a student's level of coordination when visiting a building site where the terrain and facilities may not be level.)

Remember that the most risk-free situation results from having students just watch the person doing the job within a very controlled environment. However, with the variety in types of work and work sites today, assessing any situation ahead of time will provide students with the maximum in safety while participating in a rich experience.

Activities Before Job Shadowing

Following is a list of activities to do prior to job shadow experiences. The activities are designed to provide students with background on current career and business trends, awareness of resources available within the community, and to assess their own interests and skills.

1. Have students prepare a resume that can be handed to the employer at each job site. Be sure to have them save their resumes on a computer disk so they can be modified each time for the particular job site being visited.

2. Practice phone skills. Have students write scripts demonstrating how they will talk to the employer to arrange a job shadow. Audiotape the conversation and let students self-evaluate or provide feedback for improvement.

3. Teach students to recognize work-related safety signs. Get or make a booklet of safety signs to learn. Then, tour a site and observe signs posted there. Note the signs in your own building.

4. Let students practice filling out job applications. Arrange to get sample applications from local employers for practice. Arrange to have a local employer provide constructive feedback to the students when they have completed applications.

5. Have students create business cards to hand out when they visit a job site. Their "business card" can express their talents, skills, and career interests. Obtain business cards for them to use as models. **Resource:** Page 59

6. Pair students to practice interviewing techniques. One student can be the employer while the other is the employee. Review things like eye contact; a firm, friendly handshake; and clear speech. Videotape the interviews for review and feedback, if possible.

7. Enlist the help of the school nurse in providing a quick first-aid course for students. Chances are nothing will happen at the job site; however, it is always wise to be prepared. Have the nurse discuss protection against blood borne pathogens, flushing the eyes in the event of a chemical exposure, and how to treat a cut or a broken bone.

8. Invite a local human resource manager to provide a quick business etiquette course for the students. The manager can review introductions, handshaking, appearance, and other tips for making a good impression during an interview. Videotape the presentation and students' practice efforts, if possible.

9. Have students practice using public transportation. As an incentive for a class accomplishment, students could be taken for a treat. Let students plan what type of transportation, obtain schedules, estimate costs, and plan the adventure.

10. Survey students' interests with career interest inventories. *Choices '99* (Careerware, 1998) and other inventories are available through a variety of publications. The school guidance counselor may also be glad to administer and evaluate career interest inventories for students.

11. Locate a local career counselor and have the students individually talk to this person. The career counselor may also do a class presentation.

12. Have a speaker from a local employment agency discuss "hot" careers for the area and decade.

13. Have the student interview an acquaintance who has a job similar to the one he will be shadowing. Then, when the job shadow is completed, the student can compare the two positions.

14. Read magazine and news articles or view news shows about all sorts of job and career issues. Articles can range from a new business bringing jobs to local employees, the issue of illegal aliens working cheaply and taking jobs that could be held by others, to summer employment opportunities for teenagers. Be sure to frequently have articles available related to issues so students can engage in a lively exchange of ideas.

15. Tour facilities like the ones students might job shadow. Create a chart of criteria to look for when visiting the site (e.g., type of management or leadership, decision making power, kinds of duties, and type of work environment). Be certain the sites are very diverse (e.g., a site that requires thinking and interaction with people vs. a site that is physical labor intensive). Have students complete their charts with specific information from each company and then compare the businesses.

Activities Between Job Shadow Experiences

As students observe a variety of career possibilities through their job shadow experiences, they need to constantly evaluate how the career fits their skills, their needs, and their interests. The following activities interspersed between job shadow experiences will help students do the necessary self-reflection.

1. Have students create problem situations related to the job they shadow. Then, in pairs have students role play or propose solutions. **Resource:** Page 97

2. When students return from a job shadow, ask them to describe a typical work day on that particular job. The student can make a schedule from morning until night based on the lifestyle he hopes to lead five years from now doing the job observed. **Resource:** Page 98

3. As part of a job shadow, be certain students discuss things like wages, benefits, and union dues with the worker. Have them also discuss the dependability of income and work and any other factors that affect income. Then, let students figure a monthly budget based on the job observed and their desired lifestyle. Have them also consider unexpected emergencies or varying situations like overtime or layoffs that affect income.

4. Encourage students to do more than one job shadow within a field, but look at jobs with varying amounts of training. For example, a student could job shadow a certified nurse's aide one time and a licensed practical nurse another time. Then, have students compare and contrast training, income, working conditions, job satisfaction, etc.

5. Take students to a local state employment service office to check job postings and services available for unemployed persons. Have students explore the availability of jobs within an interest area.

6. Visit the Department of Human Services so students know how to secure benefits when they are not employed. Have students look at the paperwork and time involved in applying for aid as well as the conditions for keeping aid once it is received.

7. After a couple of job shadow experiences, have students prepare a marketing brochure describing the perfect job at the perfect business. Provide sample brochures from companies as examples for brainstorming. Have students share their brochures and "sell" themselves.

8. As part of their job shadow experiences, have students develop a flow chart depicting the chain of command in businesses. Who runs the company? What types of responsibilities does each "level" have? When do employees work together as equals on a team? When are employees expected to defer to upper management? Have students analyze any problems they might have in following the chain of command.

9. Have students check the newspaper or Internet classified ads for jobs similar to the one they just observed. Be sure to have students check ads from a larger metropolitan area, as well as a more suburban area and compare wages, benefits, hours, etc.

10. Teach students about state and local taxes. Using mock paychecks, teach them how to interpret the amounts deducted from each check. Show students how to fill out state and federal tax forms.

11. Encourage students to focus on their physical and social needs as an aspect of career exploration. Prior to any job shadow experience, have them list physical and social needs, (e.g.,"I need quiet so I can think," "I have to be able to move around," or "I like being able to talk to people as I work."). After each job shadow experience, have students assess whether the particular job meets their physical and social needs.

12. Find values inventories for the students to complete. As they visit job sites, have them consider whether such work matches their values. What can they do if it does not?

13. Invite someone to talk to students about hazardous materials and job safety. Discuss a variety of job sites and different safety precautions taken at each one. Also discuss what happens when an employee is injured on the job.

14. Many jobs require driving a company car or some sort of vehicle. Obtain copies of a state driving manual. Discuss guidelines for getting a chauffeur's license, for example, and what types of jobs might require a chauffeur's license.

15. For each job shadowed, have students develop a list of clothing, gear, tools, or equipment used to do the job. Have students determine the kind of training required to use the tools, what safety issues exist, and any costs associated with training or the purchase of tools or equipment.

The Student's Role

Every junior or senior high school student should have the opportunity to explore his career interests through job shadowing experiences. Job shadowing experiences are most beneficial, however, if students are willing to

- be active learners,
- practice clear communication,
- act as positive representatives of the school,
- gain employability skills, and
- evaluate and reflect on their experiences.

Discuss these expectations with students so they understand the importance of job shadow experiences.

Before students participate in job shadowing experiences they should complete a *Job Shadow Application Form*. This form will reinforce student expectations during job shadow experiences and provide needed information for job shadow site selections.

Being an Active Learner

Once a job shadow experience has been scheduled, it is up to the student to decide what information he wants from it. As a part of the students' requirements for grading purposes, students can do a *Job Shadow Interview*. Before the student goes on a job shadow, he must write at least twenty questions to be answered while job shadowing. Students are encouraged to think of questions unique to the position and that encourage discussion, rather than the traditional, "How much are you paid an hour?" and "Do you like your job?"

Questions can help students interact with the employer and the individual they are shadowing. As part of the job shadow evaluation, students write answers to the questions based on their experience. Most important to the student's job shadow experience is an active "immersion" into the work being observed. As much as possible, the student should imagine herself doing the job and consider questions like:

- What would it be like if I had this job?
- Can I imagine myself doing this job everyday?
- How would I like working with this many different people?
- Can I see myself working at this pace every day?
- What skills am I going to need to learn to do this job?
- Does this job fit my personality and my needs?

After a student completes a *Job Shadow Interview* and takes the time to reflect on the experience, he should be able to decide very clearly whether or not this is an area to pursue.

Practicing Clear Communication

The job shadow experience is an extremely valuable tool for teaching clear communication to the students because it places the responsibility for communication with the student. After the initial job shadow contact, the student should be responsible for

- signatures on permission forms,
- scheduling the visit,
- arranging transportation,
- introducing herself to and interacting with the employee,
- scheduling any subsequent visits,
- expressing gratitude to the employer and employee, and
- coordinating all information with the job shadow coordinator.

Experience is the best teacher when it comes to communication. As much as possible, let the student handle all communication. If she misses an appointment, let her make the apology and set the situation right. If she is sick and cannot go to the site, let her call. If she is really benefitting from the experience and wants to spend more time at the site than previously planned, let her make the arrangements. Handling these types of situations is excellent practice for similar situations in a work setting.

Acting as a Positive Representative of the School

When students interact with employers in the community, they represent the high school and all the students in it. Employers' impressions about teenagers are based on the students with whom they have contact. Discuss with students the importance of this experience. They need to understand that with this experience, they are taking a first step into the adult world acting as a representative of their school and future job shadowers and beginning to "network" or make crucial connections that could further their future goals. As a result of their job shadow experiences, students will take a renewed interest in how academic learning connects with work settings.

Gaining Employability Skills

As students participate in job shadow experiences, they also gain key employability skills. They strengthen their skills in the area of communication when they have to make arrangements with employers and their parents, in the area of responsibility when they have to dress appropriately and arrive on time, and in the area of willingness to learn when they actively seek information from the people they observe.

Use the *Employability Skills Evaluation Form* (page 53) frequently to judge what kinds of skills the students are gaining as they participate in a variety of job shadow experiences. Occasionally have an employer fill out the scale based on his observation, particularly if the student has spent extensive time at the site.

Evaluating and Reflecting on the Job Shadow Experience

Students need to gain two important things from their job shadowing experiences. First of all, they need to select careers suitable for them. Second, they need to acquire important employability skills. To help students reflect on their experiences, have them evaluate their job shadow experiences. Evaluations should be word processed and of superior quality (as an employer would expect them to be) and should include these areas:

- interview questions and answers,
- a company description,
- summaries of each job shadow observation (a minimum of three required),
- skills assessment, and
- a thank you note.

Examples of the *Job Shadow Interview*, *Company Description*, *Observations and Skills Assessment*, and *Thank You Note* can be found in the resources at the end of this unit.

Plan to give students class time following an experience to complete their write-ups. As a group, it would be beneficial to discuss what students learned and how they felt about their experiences. To assess students' potential for employment, use the *Employability Skills Evaluation Form* which could be completed by the student, the employer, and the teacher. The form evaluates a student's progress in communication, responsibility, and willingness to learn; all key traits of successfully employed individuals.

The Employer's Role

Providing a Valuable Experience

Many employers today already have experience in providing students with job shadow opportunities. Most are thrilled to show prospective employees their business. However, it is important to review with employers your particular expectations while students are there.

After potential employers have been solicited using the *Employer Solicitation Letter* and a student has expressed interest in a particular business, contact the employer personally. Discuss the type of business and the conditions under which employees work to assess the appropriateness of the setting.

Prior to the visit, send the employer the *Employer Suggestions Letter*. This letter explains how the employer can arrange a realistic job shadow experience and provide a safe situation for the student.

Follow-up Strategies with Employers

Adding to a list of job shadow providers will be key to having a successful job shadow program. The list of potential job shadow businesses should be as varied as students' interests. Use the following strategies to ensure a group of businesses is available to provide job shadow experiences for students:

- When students finish a job shadow experience, have them thank the employer and employee personally and then follow-up with a thank you note. Encourage students to give specific examples when they describe the valuable opportunities provided through their job shadow experiences.
- Develop a feedback sheet that allows the employer to provide suggestions for a better experience for students. A sample *Feedback Form* has been provided in the resources.
- Contact the local newspaper and school public relations person about students' involvement in job shadowing. Articles describing the benefits of job shadowing to students and employers will strengthen the partnership between the school and the business community.

Parent Letter

Clinton High School
817 8th Avenue South
Clinton, IA 52722

February 3, 1999

Dear Parent or Guardian:

Your son/daughter _____ is currently enrolled in my Job Shadowing class which meets daily from 2:10 - 3:00. In addition to guest speakers, videos, community field trips, and other classroom activities; your son or daughter will be going to businesses and places in the community to job shadow or observe people in a variety of careers. Job shadowing experiences may also include volunteer work.

Student guidelines for participating in job shadow experiences include being able to

- obtain all permission forms signed by the proper persons on time,
- handle transportation relatively independently,
- behave appropriately without supervision, and
- learn and apply knowledge gained from the experience.

I am looking forward to helping your son or daughter explore a wide range of career possibilities. Please make suggestions to me or your child of places or job positions you feel should be explored.

Because students will be off school grounds and may be providing their own transportation, you will need to sign a permission form for each place and time the student job shadows or volunteers.

Occasionally, the student may need to miss another class to have a longer job shadow experience. In such an instance, the student is responsible for making arrangements ahead of time for teacher approval so the absence can be counted as an excused school activity. The student is also responsible for completing make-up work.

Feel free to call me with any suggestions or concerns at XXX-244-7520, Ext. 2930. Please sign and return the form at the bottom of this letter.

Sincerely,

Molly Lyle
Job Shadow Coordinator

- - - -

Job Shadow Permission Form

Your Name _____

Business to Visit _____

Address _____

Person Contacted _____

Position _____

Phone Number _____

Date(s) Observing _____

Means of Transportation _____

Parent Signature _____

Employer Signature _____ Date _____

Employer Signature _____ Date _____

Employer Signature _____ Date _____

Miscellaneous Notes and Directions:

Job Shadow Planning Calendar Example

Month May

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		29 In class day Watch "Money" video & take notes	30 In class day Hamilton Technical College speaker	1 In class day Work on resumes
4 In class day Work on resumes	5 In class day Watch "Tips for Interviewing" video	6 In class day School's Personnel Director to talk about resumes	7 Field trip to Work Force Center	8 In class day School's Personnel Director to talk about interviewing
11 Serena & Michelle- volunteer at Head start	12 Aaron- J.S. at Equistar Jared-J.S. at Master Muffler	13 Tony- J.S. at Sullivan's Vet Clinic Michelle & Serena- volunteer at Head Start	14 Tony- J.S. at Sullivan's Vet Michelle-J.S. at Target Aaron-J.S. at Bluff '76	15 Tony- J.S. at Sullivan's Vet Michelle-volunteer at Head Start Aaron-J.S. at Bluff '76
18 Serena & Michelle- volunteer at Head Start Tony- J.S. at Sullivan's Vet. Aaron-J.S. at Bluff '76	19 In Class Day Speaker from Initial Talent Tree	20 Tony & Aaron to tour Equistar	21 In class day School's Personnel Director to mock interview students (videotaped)	22 In class work day
25 No School	26 In class day Choices '99 in computer lab	27 In class day Choices '99 in computer lab	28 Watch mock interview videos & do critiques	

Hawthorne 95

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Job Shadow Planning Calendar

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Index Card Examples: Activity 1, Page 88

Problem Situation

You work at a muffler shop. You prepare an estimate for a job and have it approved by the customer. After beginning, you discover the car needs more repairs than were estimated. What do you do?

Problem Situation

You are an assistant at a veterinarian clinic. You are assigned to treat a dog twice a day, but the dog bit you the first time you approached it. What do you do?

Problem Situation

You are a preschool helper at a child care center. You notice that one child has had bruises on her arms several times over the past two weeks. What do you do?

Typical Schedule: Activity 2, Page 88

Job position shadowed: _____

Place of employment: _____

Fill in the schedule below to reflect what happened on the job. Also, list the activities you will participate in beyond the job to reflect the kind of life you believe you will have years from now.

6:00 a.m. _____
7:00 a.m. _____
8:00 a.m. _____
9:00 a.m. _____
10:00 a.m. _____
11:00 a.m. _____
12:00 p.m. _____
1:00 p.m . _____
2:00 p.m. _____
3:00 p.m. _____
4:00 p.m. _____
5:00 p.m. _____
6:00 p.m. _____
7:00 p.m. _____
8:00 p.m. _____
9:00 p.m. _____
10:00 p.m. _____
11:00 p.m. _____
12:00 a.m. _____
1:00 a.m. _____
2:00 a.m. _____
3:00 a.m. _____
4:00 a.m. _____
5:00 a.m. _____

Job Shadow Application Form

Dear Student:

You have the opportunity to participate in an exciting way to explore career interests — through job shadowing. Job shadowing will help you get a realistic look at a day on the job while also allowing you to explore interests in a variety of career areas. To help you visit appropriate job shadow sites, it is important to have some background information from you. Please complete the following information.

Your name _____ Grade _____

Address _____ Phone Number _____

Academic area in which you do best (e.g., math, woodworking, etc.): _____

_____

Courses taken to explore a career area (e.g., computer maintenance, child development, etc.):

_____

Careers or jobs you would like to see: _____

_____

List any job or volunteer experiences: _____

_____

As a job shadower, you must meet these expectations:

1. Prepare a resume to hand the "potential" employer.
2. Call the employer to confirm the appointment.
3. Schedule any subsequent visits on your own.
4. Dress and act appropriately.
5. Obey all school rules at the job shadow site (e.g., no smoking, stealing, etc.).
6. Follow required safety rules at the job shadow site.
7. Arrange your own transportation to and from the job shadow site.
8. Be at the agreed upon place on time.
9. Have all required permission forms signed by all parties on time.
10. Let your teacher and your contact at the job shadowing business know if you will not be attending on the day scheduled.
11. Ask relevant and respectful questions of the employee or employer.
12. Follow up with a thank-you note to the employer and/or employee.
13. Keep your teacher informed of any arrangements or changes at all times.

I agree to meet the expectations listed above.

Student signature _____ Date _____

Parent signature _____ Date _____

Job Shadow Interview Example

Your Name: Tom Cervantes
Job Shadow Site: Classic Body Works
Person and Position Observed: Ed Winchell, Manager of Classic Body Works

Interview Questions and Answers

1. How many years has Classic BodyWorks been in business?
   Classic BodyWorks has been in business for 18 years.

2. How many years have you worked here?
   I've been here for four years. I've been the manager for the past two years.

3. What kind of uniform do you wear?
   The uniform is a shirt and pants that the company gives you to wear.

4. What are the hours of the job?
   Managers work from 7:00 a.m. - 5:00 p.m. Other personnel work from 7:00 a.m. - 3:30 p.m.

5. How many people work at the business?
   About 20 people work at Classic BodyWorks.

6. How many different jobs are there?
   There are about six different jobs, like customer service, painter, and estimator.

7. How old do you have to be to work at Classic?
   You have to be at least 18 years old.

8. How much do you get paid per hour? What are the highest and lowest paying jobs?
   The manager is paid the most at $15.00 per hour. Other workers average about $6.00 per hour.

9. How many cars or trucks do you get in a day and in a week?
   We work on six cars a day and about 30 cars a week.

10. What kind of college training do you need?
    You don't need college. If you know how to use your hands, you can work here.

11. Is a lot of reading and math required to do the job?
    Most workers don't need reading or math. The manager has to read the books on cars and add up the damage to the car or truck.

12. Does your boss work around your sports or school activities?
    Yes, the boss is willing to work around your activities.

13. Do any women work here?
    Not at present. We had a young woman last year who did a great job. She's moved on to a bigger auto body shop in another city.

14. Do you think the job is easy or hard?
    The job is easy if you know what you're doing.

15. What kind of technology does the business use?
    We use a lot of computers and other stuff.

16. How much does it cost to get a car or truck fixed?
    The average repair cost is about $2000.

17. What is the biggest problem at the business?
    The biggest problem is trying to get all the work done on time.

18. Do employees get half off repairs or other discounts?
    Employees get their repairs at cost.

19. What do you like most about working here?
    I enjoy seeing cars that are in really bad shape look great by the time we get done with them.

20. What qualities do you look for when you interview someone?
    I look for people who care about detail. There are many small steps involved in repairing and painting cars. Every step has to be done right.

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Student Evaluation Form

Your Name _____

Job Shadow Site _____

Person and Position Observed _____

_____

_____ Interview Questions Written (10)

_____ Interview Questions Answered (10)

_____ Company Description (10)

_____ Job Shadow Observation 1 (10)

_____ Job Shadow Observation 2 (10)

_____ Job Shadow Observation 3 (10)

_____ Skills Assessment (10)

_____ Thank You Note (10)

.....

_____ Total Points Earned (80 possible)

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Company Description, Observations, and Skills Assessment Example

Classic BodyWorks does everything from fixing car bodies to painting them. People bring cars to the shop mostly to repair damage caused by car accidents. Classic BodyWorks also specializes in restoring vintage cars from the 50s.

Job Shadow Observation 1

My first time at Classic, I asked Ed, the manager, some of the interview questions. I also read the staff handbook so I knew about job safety and other things you need to know for the job. I also took a tour of the shop. Then, we looked at the calendar and planned my next visit.

Job Shadow Observation 2

On my next visit, I worked in the shop area where they fixed the cars. I worked with Steve and we fixed a bumper. We used a big eraser to erase the tape on it. Then we sanded off all the scratches and started priming the bumper. I had to go, so we set up another time.

Job Shadow Observation 3

The third time I got to work on a truck and erase the pin stripes on the side of the truck. Then, I helped take a trunk off a car and cover the spots that didn't need to be painted. At the end of the day, I asked Ed if I could come another time. I also asked about getting a job there on Saturdays.

Skills Assessment

Overall Skills Observed: At this job, you need to be able to work with your hands and you also need to know a lot about cars so you can help fix them. You also need to know how to paint cars.

Reading: Not a lot of reading is required. When you start a car repair, you read a sheet that tells you what needs to be fixed on the car. You may also need to read a manual or directions on how to fix something if you don't know how to fix it.

Writing: Unless you're the manager, you don't do a lot of writing. The manager writes down what needs to be fixed on the car.

Math: The people who repair the cars may need math when they use tools to measure the size of something or to add information. People who paint cars need to be able to measure how much paint to mix and use. The manager uses a lot of math to describe the car repairs and then the costs for fixing them.

Technical: Classic BodyWorks uses a lot of technology. They are the only body shop that has a paint booth that is environmentally safe. They also have a computer that can tell when a car's alignment is off.

Communication: Many computers are used to record car repairs and keep records. Phones and walkie-talkies are also used by workers to talk to customers and to discuss with each other how the work is going. Classic BodyWorks is very nice to their customers.

Thank You Note Example

Clinton High School
817 8th Avenue South
Clinton, IA 52722

March 3, 1999

Classic BodyWorks
2111 S. Bluff Blvd.
Clinton, IA 52722

Dear Ed:

Thank you for letting me job shadow at Classic BodyWorks. I enjoyed learning about all the jobs, like body repair and painting.

I appreciate you taking time out of your busy schedule to work with me. My job shadow experience at Classic has shown me that someday I might like working with cars.

Sincerely,

Tom Cervantes

Tom Cervantes

Employer Solicitation Letter Example

Clinton High School
817 8th Avenue South
Clinton, IA 52722

February 3, 1999

Manley Enterprises
223 Lincoln Blvd.
Clinton, IA 52722

Dear Employer:

I am currently planning an exciting program that allows students to explore future careers while they are still in school. Through the Job Shadow Program, students can observe workers on the job using the skills that make workers successful today.

To provide a variety of experiences for these young adults, we need several businesses to provide short-term, on-site experiences for students. For example, a student might visit your business and observe a worker for a three-day period, one hour per day. Scheduling would fit your needs and would not interfere with the conduct of business. If you are interested in providing such an experience, please return the form below in the stamped, self-addressed envelope. Or, you can contact me personally at XXX-244-7520, Ext. 2930.

I look forward to working with you.

Sincerely,

Molly Lyle

Molly Lyle
Job Shadow Coordinator
Clinton High School

- -

_____ Yes, I would be interested in finding out more about the Job Shadow Program.

If possible, describe below prospective areas or job positions you could make available for job shadowing.

Your Name _____ Phone Number _____

Employer Suggestions Letter Example

Dear Employer:

Thank you so much for providing this student with the opportunity for a valuable job shadow experience. As we discussed, the goal of job shadowing at your place of business is to provide a realistic experience that helps the student explore interests within the field you represent.

I have provided some suggestions below for making this a good situation for both you and the student. Please call if you have any questions about the list that follows.

Suggestions for the Job Shadow Experience:

- Expect a phone call from the student confirming the job shadow appointment.
- Designate an employee and organize the job shadow experience in advance.
- When the student arrives, provide the student with any relevant company background information and then give the student a tour of the site.
- Spend 1-3 hours with the student observing you perform your usual job duties.
- Answer the student's questions as honestly as you can so the student understands the real nature of your work and your satisfaction with it.
- Provide advance notice to co-workers who will be meeting the student.
- Stay calm if something changes. If an impromptu meeting is called, take the student along if you are comfortable. After all, the student will see that flexibility is an asset in the workplace.
- Point out the significance of any activity, rule, or procedure. The student has little experience in the workplace and may not understand why the company operates as it does.
- Keep the student safe. The student should wear any required safety equipment and follow all safety rules. The student should not operate any equipment or machinery; the student is there to observe, not to work.

Sincerely,

(Signature)

Feedback Form

Dear Employer:

In order to prepare other students for future job shadowing at your business, I would like some feedback from you. Please take a few minutes to fill out the questionnaire below and return it in the enclosed stamped, self-addressed envelope.

Student's name _____

Employee observed _____

Job position and duties of the employee _____

_____

_____

1. Did the student arrive on time?
2. Did the student introduce himself or herself?
3. How do you think this student behaved in general while at your business?
4. What skills do you think the student observed while at your business?
5. What could the student have done to benefit more from the experience?
6. Based on the short amount of time you spent with the student, do you think he or she will be a good employee? Why?
7. Are you interested in providing a job shadow experience for another student in the future? Why?

Thank you,

(Signature)

Contacts in Your Community

Company _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

Jobs Available to Shadow _____

Company _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

Jobs Available to Shadow _____

Company _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

Jobs Available to Shadow _____

V. Community Resources

Post-Secondary Education

College _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

Disabilities Coordinator _____

Phone Number _____ FAX _____

Programs Offered _____

- -

Employment Support

Name _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

- -

Clubs, Organizations, and Leisure-Time Activities

College _____

Address _____

Contact Person _____

Phone Number _____ FAX _____

VI. Internet Addresses

ACT Registration Department	http://www.act.org/
Alcoa	http://www.alcoa.com
America's Job Bank	http://www.ajb.dni.us/
America's Career InfoNet	http://www.acinet.org/
Career City	http://www.careercity.com
Career Mart	http://www.careermart.com
Career Mosaic	http://www.careermosaic.com
Career Shop	http://www.careershop.com
Department of Labor	http://www.dol.gov
Employment and Training Administration	http://www.doleta.gov
Employment Opportunities & Job Resources on the Internet	http://www.ed.gov/pubs/stats.html
E-Span Interactive Employment Network	http://www.espan.com
Financial Aid Information Page (college aid)	http://www.finaid.org/
Medley of CHOICES	http://www.careerware.com
Monster Board	http://www.monster.com
National Occupational Information Coordinating Committee (NOICC)	http://www.noicc.gov
National Center for Education Statistics	http://www.ed.gov/pubs/stats.html
On-Line Career Center, The	http://www.occ.com
Personnel Journal	http://www.hrhq.com

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